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ABSTRACT

This "minimum teaching essentials" bulletin presents the minimum in basic skills and knowledge which must be taught to New York City school students in the subject areas of English and communication arts. Content areas and performance objectives for each grade in literature, reading, listening, writing, and speaking are listed. (APM)

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EXPERIMENTAL EDITION

MINIMUM LEARNING ESSENTIALS

English / Communication Arts

Grades 9-12

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English / Communication Arts

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NEW YORK CITY BOARD OF EDUCATION

OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT • DIVISION OF CURRICULUM & INSTRUCTION

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Foreword

High schools throughout the City of New York offer a wide range of enrichment and specialized courses to meet the needs of their students. Courses, both basic and specialized, vary from class to class, depending on the combination of challenge and creativity of the individuals involved. Within this rich variety, there is a need to establish minimum standards based on performance objectives within a subject area which can be used citywide to validate course content and student performance. This experimental series, Minimum Learning Essentials, has been developed to help teachers and supervisors identify the skills and knowledge which students in Grades 9-12 must acquire. The Minimum Learning Essentials, described here in a framework of performance objectives, represents the core of skills and knowledge students must acquire no matter where the course is taken.

The importance of this instructional framework is underscored by the need for increased articulation between and within departments in junior high schools and in high schools, and the rate of pupil mobility in our city.

It is our intention to extend the concept of Minimum Learning Essentials to all subject areas. The first series comprises the following:

ENGLISH/COMMUNICATION ARTS, Grades 9-12
Eight semesters emphasizing:

Listening and Speaking
Literature and Reading
Writing, including Writing
Conventions

MATHEMATICS

Fundamentals
of Mathematics
(Grade 9)
Algebra
Geometry

SCIENCE

General Science (Grade 9)
Biology
Chemistry
Physics
Earth Science

SOCIAL STUDIES

American Studies
Economics
Global History

As teachers and supervisors test the performance objectives in the coming year, it is vital that they evaluate these objectives for scope and appropriateness. Minimum Learning Essentials is experimental; feedback from teachers and supervisors using these materials is crucial to their future development.

Our society requires increasing skills and competencies of its citizens; the response of the educational community must be to develop the best possible standards for identifying and evaluating what we demand of our students. We can offer no less.

Charlotte Frank,
Executive Director

Contents

CHART OF PERFORMANCE OBJECTIVES	xiii
Listening and Speaking.....	xiv
Literature and Reading.....	xv
Writing.....	xx
Writing Conventions.....	xxi
GRADE 9 - PERFORMANCE OBJECTIVES.....	1
Listening and Speaking.....	2
Literature and Reading.....	5
Writing.....	21
Writing Conventions.....	25
GRADE 10 - PERFORMANCE OBJECTIVES.....	27
Listening and Speaking	28
Literature and Reading.....	33
Writing.....	52
GRADE 11 - PERFORMANCE OBJECTIVES.....	55
Listening and Speaking.....	56
Literature and Reading.....	59
Writing.....	83
Writing Conventions.....	76
GRADE 12 - PERFORMANCE OBJECTIVES.....	79
Listening and Speaking.....	80
Literature and Reading.....	83
Writing.....	94
Writing Conventions.....	96
APPENDIX:	
Writing Your Own Performance Objectives.....	99

Minimum Learning Essentials is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director.

The overall concept for the design of the materials was reviewed by Nathan Quinones, Executive Director, and Aaron Maloff, Superintendent, of the Division of High Schools.

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Other members of the staff of the Communication Arts Unit, Edith Novod, Assistant to the Director, Marilyn Funes, and Muriel Mandell, assisted in the review of the material.

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Marie Bobetsky, of the Office of Curriculum Development and Support, was the editor, and supervised the production of the final manuscript.

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Acknowledgments

Overview

A kindergartner who listens to the story "My Mother is the Most Beautiful Woman in the World" comes to a realization that beauty lies in the eye of the beholder. A high school student who reads Ellison's The Invisible Man understands that society has dehumanized a large part of the population. In each case, the skill required for comprehension is essentially the same; the level of presentation and the complexity of ideas are different.

Similarly, students' observations about their daily lives, opinions about family, school, community, or national events, accounts of experiences made orally or in writing, whether in the primary grades or in the twelfth year, require similar skills; the degree of depth and sophistication varies.

In Minimum Teaching Essentials, K-9, the Communication Arts instructional program has been charted for students from their earliest years in school. The concepts to be developed, the skills and knowledge to be taught, appear under the general categories of Listening and Speaking, Reading and Literature, and Writing. Teachers may find it relatively easy at first to follow the guide for most of the class since students are at the same starting point. As they move into higher and higher grades, the variations in accomplishment from student to student increase tremendously, and it becomes increasingly difficult to establish one course of study suitable to the needs of all pupils.

At the start of the ninth year, the planning of a single course of study for the entire class is not feasible, and some type of screening is useful to help in determining the needs of the incoming students. Therefore the first task of the ninth-grade teacher becomes assessment of student attainment and the level of skills and knowledge on entering this program.

To find out whether students have acquired the needed skills and are capable of doing satisfactory grade level work, teachers may refer to the results of the Seventh Grade Gates in Reading and Writing, and the Preliminary Competency Tests in Reading and Writing administered in the eighth grade, as several means of measuring students' readiness for ninth-grade work. Other measures are academic records, stan-

dardized tests, teacher assessment, examination of reading performance and interests, diagnosis of a body of student writing (ideally in folders maintained from grade to grade), and other indications in order to make a proper determination of students' needs.

The skills and knowledge requisite for doing ninth-grade work will be found in chart form following this overview. (p.XI) The chart comprises four sections of necessary pre-ninth-year skills: thinking, listening and speaking, literature and reading, writing including writing conventions. These skills have been extrapolated and capsulized from grades K-8 in Minimum Teaching Essentials, K-9, with some minor modifications.

The thinking skills, which are listed first, are needed for all the other areas. "...Most problems facing language teachers do not concern spelling, punctuation, and word recognition nearly so much as they do thinking and speaking, which are the true basic skills. But because the problems manifest themselves at the coding level which students are asked to perform at -- that is, in reading and writing -- the problems look as if they are problems of literacy."

Most students possess the capacity to perform the thinking skills necessary for all areas of the communication arts (and other subject areas as well) but lack sufficient opportunity to practice those skills initially in oral activities.

Those students whose attainments do not meet the levels of performance needed for entrance into the ninth-grade course of study should be given a remedial program rooted in oral practice of the skills required for reading and writing on a mature level. Such a program would place explicit emphasis upon the content of the communication process -- on the inherent importance of the ideas, experiences, and opinions being expressed.

For those students who do meet the requisite levels of performance needed for entrance into the regular ninth-grade class, a program which provides for optimal individual development and sets minimum standards for diploma requirements, grades 9 through 12, will be offered.

Starting with grade 9, the communicative and expressive skills, geared to the appropriate learning level, are keyed into suggested integrating activities. In each of the successive grades, in a spiral pattern of ever-increasing complexity and maturity, these same skills are developed and refined through the modalities of critical listening, literature and reading, media analysis, and writing.

In the ninth year, the student practices being a discerning listener, becoming sensitized to bias, propaganda, and slant. In literature, clarification and strengthening of beliefs and values serve to promote better understanding of the self and of others in society. Writing runs the gamut from business and friendly letters, to newspaper articles, to poetry -- always emphasizing clarity and effectiveness, and using conventions to promote those very attributes.

The tenth, generally the "speech year," may add special emphasis to the listening and speaking skills. Techniques for reading poetry aloud, for dramatizing scenes from plays, and for engaging in panel discussion are taught. Subtleties in language and tone, in inferences about characterization, in plot structure and development, in symbolism and allegory, in special film and video effects, and in analysis of memories and feelings in personal writing, are recognized and employed.

The eleventh year will emphasize the extended application of listening, speaking, reading, and writing skills. The range of materials used may reflect greater emphasis on Continental and Non-western literature, on experimental styles, on larger-sized works, on meanings beyond the literal, on relevancy to real problems and issues. In writing there is also a turning to more sophisticated subjects and ideas, and to the use of stylistic devices in the search for a mature style of forceful writing.

In the twelfth year, it is hoped that student tastes and preferences will have matured so that emphasis in this senior year may be on critical evaluation of material as well as on the development of areas of special individual interest. The student who has completed successfully the course of study envisioned may have the ability to speak

for the purposes of informing, persuading, or inspiring; to be a courteous, sympathetic, appreciative, and critical listener; to write a research paper of moderate length, reflecting the gathering, recording, classifying, and organization of material in a logical, sequential presentation; to understand and appreciate literature as an art form; to have acquired effective skills so that he or she can continue to learn, formally or informally, independently or in classes, for pleasure or for gain, in the life-long service of self understanding and actualization.

In an attempt to help our students better achieve the goals outlined for them, we are presenting, in this bulletin, instructional objectives for the English/Communication Arts curriculum stated in terms of student performance.

A summary of the evolution and application of performance objectives will be found in the Appendix on page 100, together with a distillation of principles and procedures pertinent to their development and use.

THINKING SKILLS

To determine whether a student possesses the needed thinking skills for undertaking ninth-grade work, teachers may have to refer to general academic grades in all subjects which may reflect the degree to which students are applying those skills.

Recalling
Comprehending
Relating Facts
Making Inferences
Drawing Conclusions
Interpreting Ideas
Reasoning Logically
Predicting Outcomes
Understanding Sequence
-based on analogy,
spatial relationship,
logical order, order of increasing and diminishing importance,
order of greater and lesser interest
Building Vocabulary
Understanding Causal Relationships
Generalizing

LISTENING AND SPEAKING

During the term, teacher can note that the child can do the following:

Identifies main ideas, simple relationships, cause-and-effect, comparison and contrast, generalization and example

Understands and uses (appropriate) levels of language for given situations

Reads orally with understanding, phrasing, proper stress, enunciation

Presents thoughts, opinions, simple experiments with clarity

Understands and presents simple directions in appropriate order

Presents to a group announcements, prepared statements, simple reports, using proper volume, pitch, and rate

Possesses a vocabulary adequate for various occasions

Demonstrates understanding of proper sequence in narration - (historical and fictional) - depending on chronology

READING AND LITERATURE

In assessing the level of student performance on the reading tasks listed below, teachers may define competency as a satisfactory grade on the 7th Grade Gate Test, the Preliminary Competency Test, and/or other standardized reading tests, combined with personal knowledge of the kind and quantity of reading students engage in.

Vocabulary Skills

-Decodes (word recognition phonic analysis), structural use of analysis
-Contextual clues
-Vocabulary

Reading Comprehension Skills

-Extracts the literal meaning
-Graphs the main idea
-Distinguishes supporting details
-Follows sequence:
-chronological
-spatial
-in order of importance
-cause and effect
-Draws inferences:
-draws conclusions appreciating nuance
-evaluates ideas
-differentiates between fact and opinion
-Makes critical judgments
-assesses objectively

Literature Skills

-Has acquired a background of literature providing a common heritage of fairy tales, folk tales, Bible stories, myths
-Has acquired a recognition of, and understanding of, the broad characteristics differentiating genres:
-fiction (novel, short story)
-biography
-poetry
-essay
-drama
-Is aware of the elements of poetry and good prose:
-cadence
-figurative language
-word sounds
-Is aware of the purposes and different types of newspaper articles:
-editorial
-news story
-feature
-review
-Comprehends and integrates informational material in content area reading

WRITING INCLUDING WRITING CONVENTIONS		PROGRAMS FOR STUDENTS WHO DEMONSTRATE THEY NEED HELP TO REACH THE NINTH-GRADE LEVEL
The student who demonstrates the following skills and knowledge, by achieving satisfactory grades on the PCT in writing and on the 7th Grade Gate Test, will have the ability to express simple ideas with acceptable clarity and in acceptably literate form in the modes of narration, simple exposition, reporting, and persuading. -Communicates thoughts ideas, opinions, and experiences with acceptable clarity to teachers, peers, school and public officials, parents, and members of the business community -Expresses ideas in conventional, appropriate sentence patterns; writes a series of sentences related to a topic -Develops ideas according to an appropriate sequence: ·chronological ·according to importance -Writes factual information:	·records ·signs ·labels ·forms ·directions ·notes ·reports -Writes material in the different modes: ·narrative ·descriptive ·expository ·persuasive -Understands and uses appropriate levels of language <u>Writing Conventions</u> -Uses business and friendly letter forms correctly -Uses proper punctuation for beginning and ending sentences: ·caps at beginning and period at end of sentence ·caps at beginning and question mark at end of questions ·caps at beginning and exclamation mark at end of exclamatory sentences -Shows some grasp of varied sentence patterns -Has an acceptable use of correct spelling of common words and words appropriate to the level -Writes in acceptably legible form	If, after comparing students' attainments with the levels of performance needed to begin ninth-grade work, students are found unprepared, a remedial program should be devised. Such a program will stand a greater chance of success if the thinking skills required for mature reading and writing are given practice through a preliminary approach which includes a great deal of oral work involving reading of prose models, discussion, reporting, and dramatizing. Students' difficulties with handling advanced materials generally arise from meager experience and problems of conceptualization. A strong foundation is needed which minimizes rote learning, workbook exercises, learning facts about literature, and attention to writing conventions before communication of ideas, experiences, and opinions has been encouraged. Helpful in designing such a program, and in providing lessons, activities, strategies, checklists, and the like, are the manuals: <u>Writing Every Day Generates Excellence</u> <u>Writing Competently</u> <u>Writing Competently Across the Curriculum</u> <u>RCT/PCT Lessons</u> (Lubbell) <u>Literature and Writing for the General Student</u> (Berman) <u>Comprehension through Active Process</u> (SED) <u>English Language Arts, 5-12</u> <u>Reading Lab in Secondary Schools</u>

Performance Objectives **Chart**

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
<u>LISTENING AND SPEAKING</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>
Speech Production (Voice, Diction, and Expression)	Practice speaking with volume, rate, and ex- pression appropriate to the purpose, audience, and occasion.	Analyze voice and speech, and develop standards which are applicable to his/her own performances and to those of other students (as well as to examples of public figures, actors, and the like.)	Correct individual voice problems for more effec- tive and versatile deliv- ery. Develop awareness of com- mon errors of pronunciation.	Recognize and employ standard American intonation and pro- nunciation patterns for appropriate occasions.
Critical Listening	Discern the main ideas in orally presented materials. Recognize regional and dialectal differences in speech.	Identify subordinate as well as main ideas in orally presented materials. Recognize varying levels of language. Distinguish various methods of influencing public opinion. Take notes while listening to identify purpose, organ- ize ideas, and assimilate details.	Discern dominant tone or mood of speech in public addresses, etc. Recognize the differences between the emotional ap- peal and the intellectual content of a presentation.	Listen actively and maturely to materials of increasing complexity.
Oral Interpretation	Discuss, cite, and read aloud appropriate prose passages selected from the media.	Dramatize scenes to develop understanding and appreci- ation of dramatic qualities. Develop techniques for reading poetry aloud, with regard to intelligent phras- ing and emotional delivery.	Interpret selections from historical and current prose.	Interpret Shakespearean sonnets, soliloquies, and other sophisticated selec- tions.
Public Speaking	Demonstrate ease and proficiency in sharing with classmates personal experiences, anecdotes, tall tales, etc.	Prepare and deliver ex- temporaneous talks. Prepare and deliver in- formative reports and/or statements of opinion.	Engage in panel discussions as a means of clarifying issues.	Use parliamentary procedure for the purpose of class discussion and activity.

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
<u>LITERATURE AND READING</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>
Focal Theme (Understanding of Self and Others)	Achieve deeper insight into one's own attitudes and behavior, as well as those of others. Evaluate accepted ways of functioning in society.	Use literature to strengthen and expand social values and beliefs. Explore the individual's responsibility to other members of society. Examine social and poli- tical questions.	Evaluate the relevancy of literary works to current issues and problems. Investigate character for awareness of how society's pressures affect conduct and thinking.	Compare differing cultures and value systems through the reading of literature of other lands. Evaluate questions of human rights.

Specific Genres

(All characteristics of literature are to be discussed as they occur in the literature being studied in class. There is no advantage in studying these characteristics in isolation, merely as exercises for recognition. The purpose is to discover how the form, technique, or device enhances the meaning and mood of the piece of literature. The technical terminology is incidental.)

Mythology	Recognize familiar deities and folk and animal char- acters.	Recognize that myths and fables concern themselves with qualities which mirror human attributes, virtues, and frailties.	Interpret allusion to and themes from mythology as they appear in the study of poetry and fiction.	See how the structure of myths may provide a literary pattern. Recognize ways in which the English language has been en- riched by mythology.
Short Story, Novel	Analyze how character is revealed through a per- son's actions and/or speech, through the com- ments of the author, and/ or through those of other characters. Trace the development of plot through rises to a climax and then to reso- lution.	Draw inferences about characterization. Recognize that settings may be single or multiple and may shift from one place to another	Evaluate the consistency of characterization. Detect the author's method for creating ambiance.	Judge the credibility of characterization. Conceptualize the various ways in which setting(s) may influ- ence character and plot.

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
LITERATURE AND READING	The Student will be able to:	The student will be able to:	The student will be able to:	The student will be able to:
Short Story, Novel (Cont.)	Envision the ending of a story or novel as a logical outcome of character development and plot. Evaluate the advantages or disadvantages of the surprise ending. Identify setting in particular works as consisting of time as well as of place. Distinguish between first-person and third-person narration, including omniscient author, in stories and novels. Identify and trace central ideas, themes, symbols in a literary work.	Follow variations of the time sequence in plot development, such as beginning in the middle of an action and shifting back and forth. Identify the use of flashback and foreshadowing in plot development. Assess the relative value of narrating a story from the first-person or third-person point of view. Perceive that a theme or a moral may be presented directly or indirectly by an author.	Follow the subplot in the novel as a method of enriching and supplying contrast to the main plot. Analyze the uses of chance, coincidence and contrivance. Identify and analyze the author's use of multiple points of view. Recognize in allegory the translation of plot into theme. Trace the unique contributions of American writers to the short story form.	Recognize and understand multiple plot writing. Interpret telescoping of events, ellipses, condensations. Recognize and understand the technique of stream-of-consciousness. Evaluate the author's purpose, philosophy, or theme. Differentiate among styles of literature, such as realism, romanticism, naturalism, and the absurd.
Drama	Recognize the fluidity and variety of stage sets possible in theatrical productions Identify and explain the role of hero/heroine and villain.	Use stage directions to determine: setting, entrances and exits, mood. Perceive the revelation of character through the use of dialogue.	Apply knowledge of the conventions of the Elizabethan theater to the reading of a Shakespearean play. Evaluate the methods by which the playwright shapes the reader's/viewer's attitudes toward the protagonist and the antagonist.	Evaluate the use of sparse, moderate, and elaborate stage directions by various playwrights. Identify and analyze the uses of the chorus and stock characters in Greek and other dramatic traditions.

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
LITERATURE AND READING	The student will be able to:	The student will be able to:	The student will be able to:	The student will be able to:
Drama (Cont.)	Trace the plot through its various stages: rising action, climax. Distinguish among types of drama: one-act, full-length, comedy, tragedy.	Recognize and evaluate the use of dramatic irony. Evaluate the functions of staging, costuming, lighting, music, sound and special effects.	Recognize the uses of counterpoint. Recognize the fusing of different types of drama, from the tragicomedy to the musical opera.	Analyze new forms of theater such as the documentary drama. Identify and assess the use of contemporary themes in drama.
Poetry	Recognize and react to sound effects in poetry: end-rhyme, repetition, and basic rhythmic patterns. Differentiate between literal and figurative language. Classify the images which appeal to various senses. Recognize the basic poetic conventions, e.g., lines, stanzas, initial capital letter.	Recognize and react to sound effects in poetry: alliteration, onomatopoeia, internal rhyme. Identify and appreciate the use of figurative comparisons (similes, metaphors) and personification. Interpret the meaning of key images/symbols in poetry. Read poetry with facility by pausing at end-stop lines but continuing in cases of enjambment.	Recognize and react to sound effects in poetry: assonance, consonance, sibilance, and elements of prosody. Interpret figures of speech such as hyperbole, understatement, and apostrophe. Distinguish between central and subordinate images/symbols. Differentiate among the various conventional poetic forms, such as heroic couplet, ballad stanza, sonnet, blank verse, and epic.	Recognize and react to new forms and non-conventional rhythms. Identify and assess synecdoche (the use of the part for the whole) and metonymy (the use of a word associated with the whole). Evaluate the contribution of symbols to the total effect of the poem. Evaluate and compare poets' visions of major themes in literature.
Biography (Auto)Biography	Understand the difference between a biography and an autobiography.	Recognize and evaluate a biographer's purpose.	Assess the extent of an author's subjectivity and/or objectivity.	Evaluate the dimensions of the biographer's research.

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
LITERATURE AND READING	The student will be able to:	The student will be able to:	The student will be able to:	The student will be able to:
Biography, (Auto)Biography (Cont.)	Weigh the advantages of authenticity against the possibilities for distortion in the autobiography.	Examine how the details of a person's life may be presented to glorify or vilify the subject.	Compare the literary styles of various writers of autobiography.	Determine the extent to which a writer used biased or accurate information to write the biography.
Essay, Article	Identify the moral of a story-essay. Characterize informed opinion as the personal opinion of an expert in the field.	Contrast the style of the essayist with that of the journalist. Differentiate between the formal and the informal essay.	Examine different types and forms of the essay. Recognize the uses of contrast, antithesis, and balance.	Evaluate the issues, attitudes, judgments, and philosophy presented by essayists. Identify and assess the writer's organization of ideas.
Critical Reading	Analyze the meanings and uses of euphemisms. Differentiate between fact and opinion.	Recognize and interpret tone, e.g., irony, satire, or others.	Examine how figurative language and the emotional force of words can highlight literal meanings.	Demonstrate sensitivity to nuances in language.
Basic Reading Processes	Use typographical symbols as clues to meaning: bold face, italics, question marks, commas, dashes, parentheses.	Apply structural and contextual clues to unfamiliar words, especially newly coined words, words from content areas, and foreign phrases. Use dictionary skills. Use table of contents, index, glossary, etc., in a textbook.	Adjust rate of reading to reading content.	Consult reference materials, magazines, and newspapers and extract relevant information.

CONTENT AREA AND TOPIC	GRADE 9 PERFORMANCE OBJECTIVES	GRADE 10 PERFORMANCE OBJECTIVES	GRADE 11 PERFORMANCE OBJECTIVES	GRADE 12 PERFORMANCE OBJECTIVES
<u>LITERATURE AND READING</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>
<u>Mass Media</u>				
Newspaper	Locate in a newspaper information which is needed. Compare the emphasis of news coverage in various newspapers. Study the different sections of a newspaper. Interpret the implicit message in illustrations, cartoons, and charts.	Recognize the formats of different types of articles: simple news story (5 Ws), editorial, feature, obituary, review. Recognize objective reporting as factually oriented and avoiding slanted words, propaganda, and a personal point of view. Analyze the language of news stories and the implications of ambiguous words and phrases. (Unidentified sources, reliable sources, trustworthy sources)	Compare articles expressing opposing views on the same subject. Evaluate reviews of plays and films. Discern the editorial position of a newspaper by examining its editorials.	Recognize fallacies in logic: cause and effect, false analogies, arguing in circles, opposing extremes, guilt by association. Appraise syndicated items and their audience appeal. Detect the editorial position of a newspaper in non-editorial material.
Magazine	Explore and examine the diversity of general periodicals.	Explore and examine the diversity of specialized publications.	Recognize how graphics, photos, ads, and layouts are part of the total appeal of a magazine.	Evaluate the relationship between the policies of magazine editors and the readership attracted.
TV and Radio	Explore different types of programs. Define the role of the sponsor in commercial television.	Develop criteria for evaluating programs. Define the role of public television in the broadcast media.	Assess the degree to which characterizations are realistic, stereotypical, larger-than-life, etc. Evaluate changes in our society generated by the broadcast media.	Expand the range of broadcast media to include education and information, as well as entertainment. Survey and evaluate the additional kinds of programs available on Cable TV, UHF, HBO.
Theater and Film	Identify different kinds of productions.	Differentiate between realistic and unrealistic treatment of character and theme.	Measure the effectiveness of use of the camera to establish point of view.	Research the original sources of plays and films, and evaluate the adaptations.
Propaganda Techniques	Recognize such propaganda techniques as omissions, glittering generalities, name-calling, and half-truths.	Explore techniques of propaganda on both sides of a question: e.g., transfer, plain folks, snob appeal, bandwagon, the big lie.	Analyze the application of brainwashing techniques to advertising in radio, TV, and print media.	Analyze the application of propaganda techniques to political campaigning.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES
<u>WRITING</u>				
(The emphasis is, in each grade, on communicating ideas first and then refining, revising, editing, proofreading, and copying them in legible handwriting, in that order.)				
	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>
Narrative	Arrange and maintain a sequence of events	Create suspense and lead up to a climax.	Move from emphasis on incident to analysis of memories and feelings in the personal narrative.	Use stylistic devices such as building to a climax, irony, exaggeration, satire.
	Use dialogue.	Use language economically.	Experiment with effects of different openings and conclusions.	Attempt forms, such as short story or story essay, which synthesize modes of writing.
Descriptive	Make and record accurate observations.	Use selectivity in including, excluding, or emphasizing details.	Arrange details in order: spatial, impressional.	Revise writing, substituting concrete descriptions for cliches and abstractions.
	Involve all the senses.	Sketch people and scenes. Use modeling to learn new writing techniques.	Present details according to point of view and purpose.	
Expository	Classify and relate ideas	Maintain sound sequence and organization, based on logical, chronological, or other rational approach.	Express thoughts concisely and with precision of language.	Use research skills to gather and organize information.
	Recognize the need for accuracy of information.	Write reports from data supplied.		
Persuasive	Support opinions convincingly.	Make effective use of the denotative, connotative, and emotive force of words.	Establish credibility through facts, reasoning, and authority.	Develop effective analogies to use in argument. Employ direct and evocative language.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES
<u>WRITING</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>	<u>The student will be able to:</u>
Poetry	Create figurative language and employ concrete imagery.	Make music through the sound of words.	Use simple rhyme schemes in light or narrative verse.	Create rhythm in regular meter.
Letter Writing	Use the correct form in writing a friendly letter.	Use the correct form in writing a business letter of complaint or praise.	Use the correct form in writing a letter of application.	Write letters of persuasion to school and other officials, editors, etc.
Basic Processes	Summarize articles, speeches, and literary material to achieve a grasp of essentials. Employ variety in sentences. Use the dictionary to check spelling and appropriate word usage.	Write reports from data supplied. Use typographical symbols to serve as clues to meaning.	Use introductory phrases, participles, and infinitives (terminology optional) which make for a style that is fluent and interesting.	Use the dictionary, thesaurus, and stylebooks to prepare copy correctly in terms of spelling, punctuation, and usage.

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES	PERFORMANCE OBJECTIVES

WRITING CONVENTIONS

(In all of the writing that has been assigned, the writing conventions will be reviewed in the context of correcting student papers during the revision, editing, and proofreading stages. Clarity and effectiveness are emphasized in student writing, and the conventions are applied for their importance in achieving these qualities. Grammar, usage, punctuation, and spelling are taught in the context of student work for the purpose of achieving clarity, intelligibility, and literacy. As writing becomes more sophisticated, students will be applying the skills to increasingly more difficult materials.)

	The student will be able to:	<u>With regard to materials of greater complexity, the student will be able to:</u>	<u>With regard to materials of greater complexity, the student will be able to:</u>	<u>With regard to materials of greater complexity, the student will be able to:</u>
Sentence Expansion	Expand sentence kernels into longer and more complex units.	Expand sentence kernels into longer and more complex units.	Expand sentence kernels into longer and more complex units.	Expand sentence kernels into longer and more complex units.
Sentence Sense	Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.	Reflect, in his or her writing and in the reading of other students' work an increased grasp of sentence sense.	Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.	Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.
Spelling	Reflect, in his or her writing, increased proficiency in spelling.	Reflect, in his or her writing, increased proficiency in spelling.	Reflect, in his or her writing, increased proficiency in spelling.	Reflect, in his or her writing, increased proficiency in spelling.
Punctuation	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.
Usage	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.

Grade 9
Performance Objectives

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LISTENING AND SPEAKING</u>	<u>The student will be able to:</u>	The students will do the following:
Speech Production (Voice, Diction, and Expression)	Practice speaking with volume, rate, and expression appropri- ate to the purpose, audience, and occasion.	Discuss the situations in which introductions must be made. Be aware of different types of introductions and the appropriate way of making them. Then pair off with a classmate and introduce each other to the class. List emergency situations in which you would have to use the telephone. Note the informa- tion you must provide, to whom you are speaking, and what must be done. Select a situation and role play it for the class.
Critical Listening	Discern the main ideas in orally presented materials. Recognize regional and dialectal differences in speech.	Listen to a speech and list the main ideas. Analyze how the speaker presented the main idea and what clues the listener was given. Listen to recordings of famous Americans and identify the regional dialect of each. (President Carter, Senator Ted Kennedy, Dr. Martin Luther King, are examples.) Compare local standard dialect with local non- standard dialect (e.g., "Jane is going" vs. "Jane she is going.")

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Oral Interpretation	<u>The student will be able to:</u>	The students will do the following:
	Discuss, cite, and read aloud appropriate prose passages selected from the media.	Select a portion of your favorite essay or story and read it aloud to the class in a three-minute presentation. Explain why you have made this selection and what it means to you. Dramatize an anecdote, a riddle, or a joke for the class. Select a newspaper article of interest and prepare a reading of about two minutes of it to present to your class. As the reading is given, the rest of the class takes notes and records the date, the name of the speaker, the name of the newspaper, and the gist of the article as reported. Select a photograph or drawing in a magazine to analyze before the class. Two minutes are allowed and your classmates take notes. Follow-up to the above activities: a student question-and-answer period for each speaker will develop impromptu speaking strength as well as interpretive ability.
Public Speaking	Demonstrate ease and proficiency in sharing with classmates personal experiences, anecdotes, tall tales, etc.	Prepare a three-minute speech about a circus act, a segment of a ball game, a television performance, or a fight you have seen. Present this to the class.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Public Speaking (Cont.)	<u>The student will be able to:</u>	The students will do the following: Address the class for about one minute to relate an anecdote or experience, and exhibit proper posture, eye contact, appropriate gestures, and calm demeanor as evidenced by voice control and minimal fidgeting. (A taping of selected talks is played back for teacher-student analysis.)

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LITERATURE AND READING</u>	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Focal Theme (Understanding of Self and Others)	Achieve deeper insight into one's own attitudes and behavior, as well as those of others.	Choose a main character from a book or story. Compare and contrast that character to yourself. Note similarities and differences. Write mock interview with the character. Identify the multiple social groups in which the character you selected plays a role, and explain the changing nature of those roles. Understanding may be demonstrated in an expository paragraph. Describe how the character would react to the following situations: losing the affection of a loved one, finding something valuable belonging to someone else, suffering rejection from neighbors and peers. Identify the main character in a book or story being read, and write a short character reference for that person to use in applying for a responsible position. Discuss which positive traits were selected for the letter of reference, and why. Contrast these with any traits of the character you view as negative or unfavorable. Focus on an important decision which the main character had to make, and role play it. Alternatively, role play the way it would look had the decision been a different one.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Focal Theme (Cont.)	Evaluate accepted ways of functioning in society.	Explore literary examples of conflicts involving the individual and society, and discuss both sides of the conflict; justify conclusions which may be drawn. Discuss and list criteria for good and bad social behavior. Then rate characters from stories you have read on a scale of 1 to 10, according to their social behavior. Compare with other classmates' rankings. Give reasons for your ranking. Select a literary work in which the main character is a member of a minority group. Discuss this individual's attitudes and actions concerning his or her social responsibilities. Choose the main character from two books or stories, preferably set in different times or places but having similar problems, and compare them. Note and try to explain similarities and differences. Evaluate both main characters in terms of those actions, attitudes, values, and behaviors which apply to you and to your peers.

Specific Genres

(All characteristics of literature are to be discussed as they occur in the literature being studied in class. There is no advantage in studying these characteristics in isolation, merely as exercises for recognition. The purpose is to discover how the form, technique, or device enhances the meaning and mood of the piece of literature. The technical terminology is incidental.)

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Mythology	Recognize familiar deities and folk and animal characters.	View cartoons on television with animals talking, behaving and reacting like humans. Read some of <u>Aesop's Fables</u> and compare the similarities and differences between the animals and humans. Study other fables using Kipling's <u>Jungle Book</u>, Harris' <u>Uncle Remus</u>, French fables, <u>Fables of India</u>, and others, to consider how fables and tales reveal human attributes, virtues and frailties. Rewrite one of the fables as it might have occurred in our society today. You may also want to create a fable about a facet of modern life, such as the computer, robots, etc.
Short Story, Novel	Analyze how character is revealed through a person's actions and/or speech, through the comments of the author, and/or through those of other characters.	Discuss how you select your friends. Document the traits you admire and those you do not. Discuss how you get to know your friends. Then analyze some of the short stories you have read and determine how you "got to know" the characters. List the ways in which the author reveals character. Select a character from a literary work and try to predict how he or she would behave in a new situation; e.g., the character has just been arrested for jaywalking. How would he/she react?

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Select a character in a short story, and assume you are making a movie of the story. What kind of voice, diction, and expression do you imagine this character would have? Whom would you cast in the role? Write a descriptive paragraph about one of the characters used in the previous activities. The other students will try to guess who the character is from your description
	Trace the development of plot through crises to a climax and then to resolution.	A diagram of the plot structure of a short story in the Aristotelian model will be placed on the chalkboard and related to a traditional fairy tale such as "Little Red Riding Hood." Try to diagram a story you have read. Compare such structures with the open endedness of many modern stories. List all the events in a story. Discuss whether or not this is the plot. Determine what else is needed in order to have a plot. Then, read the story again and identify the climax and the resolution. Tell of a television program you have viewed. Then, list the events that took place in the program. Compare the list with your version and determine the basic difference between them. Explain "plot" in your own words.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Envision the ending of a story or novel as a logical outcome of character development and plot.	Study the ending of a story or novel. Evaluate whether it is a logical outcome of character development and plot, or whether the author has contrived an artificial resolution.
	Evaluate the advantages or disadvantages of the surprise ending.	Compare the endings of "Gift of the Magi" and "The Interlopers." Analyze and list the clues planted along the way to the surprise ending in the Saki story. Analyze the ending in an Alfred Hitchcock or other suspense film. Try to determine how the surprise ending was accomplished. Evaluate the increasing effect on the feelings of the viewer. How does literature achieve suspense? Read several stories which have surprise endings. (For example, O. Henry would be a good starting point.) Then compare the ways in which the different writers have used the surprise ending technique. Create a story in "round-robin" fashion, with each student stopping at a point of suspense. Class will judge whether they wanted to know more about what happened next.
	Identify setting in particular works as consisting of time as well as of place.	Analyze such works as <u>Johnny Tremain</u> , or <u>My Antonia</u> , and determine to what degree time, place, or historical events contribute to the narration of the story.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u> Distinguish between first-person and third-person narration, including omniscient author.	Within the context of the class reading, students will do the following: After reading one of Poe's horror stories ("The Tell-Tale Heart," "The Pit and the Pendulum," etc.), determine the identity of the "I" in the story. Consider how we know at the beginning of the story that the narrator will survive at the end. Rewrite segments of the same story from a third-person point of view. Discuss what has happened to the impact of the story and what changes have taken place in the suspense. Read a story told in the third person, such as "The Colt" by Wallace Stegner. Indicate how the author has placed distance between himself and the story. Rewrite a story from the point of view of each of the characters in the story. Discuss what changes have taken place in the story. Discover the point of view in a number of stories and explain why the author chose that particular perspective in each case. Pretend you are a puppeteer pulling the strings of a character to make him/her talk and act as you wish. As omniscient narrator, select a character and write a story creating suspense by controlling the events.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Identify and trace central ideas, themes, symbols in a literary work.	Examine some poems, such as Hughes' "Dream Deferred," Frost's "Fire and Ice," "Frost's "Desert Places," etc., and identify the underlying idea of the poem. Then list the ways the poet presents the idea and how he/she supports it in the poem. Read a short story such as Jackson's "The Lottery," or "After You, My Dear Alphonse;" Hemingway's "The Killers," etc. Then identify the central idea of the story and discuss the ways the author used to present the theme. View a television program and identify a theme such as "Love conquers all," "We seldom appreciate our friends until it is too late," "Money isn't everything," "Parents are people too." Identify a similar theme in a short story and discuss how the author presents the central idea. View three television plays (any form of dramatic literature may be substituted). Determine the author's purpose and the method by which the theme was established. List as many themes as possible. Next, group the plays with similar themes together. Rank them within each classification for quality, on a scale of one to five. Justify, by means of discussion, the reasons for assigning particular rankings to particular plays.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: As a culmination to the previous activities, develop your own criteria for judging television plays in relation to their themes. Consider the characters in a play and decide how the playwright used one or more of them to express his/her theme. Discuss religious, commercial, political, and social symbols, such as a crucifix, a dollar sign, a flag, the donkey, a heart. Then trace symbols in short stories such as "The Lottery," or "Gaston," and discuss their implications. (Religious: crucifix, Star of David, the star and crescent. Political: the donkey, the elephant. Commercial: Rx, the barber pole, \$, %, cross bars denoting a rail crossing. Social: ♀, ♂ signs in airports and railroad stations.)
Drama	Recognize the fluidity and variety of stage sets possible in theatrical productions.	Analyze the different elements that fit into the setting and indicate why the playwright uses change of settings in different scenes or acts of a play. Compare the visual form of a play with a short story or a novel. Discuss how a play differs from other forms of literature.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Drama (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Identify and explain the role of hero/heroine and villain.	Discuss characteristics of "hero" and "villain" by referring to media, public figures and literature. Then, compare contemporary heroes or villains with those in literary works.
	Trace the plot through its various stages: rising action, climax.	After reading a play, diagram the stages: rising action, climax, falling action, and development. Then trace the stages in the plays which have been read. Any Shakespearean play can be used to show the turning point for the protagonist and the events culminating in tragedy.
Poetry	Distinguish among types of drama: one-act, full-length, comedy, tragedy.	Identify and list the characteristics of the various types of drama: one-act, full-length, comedy, tragedy.
	Recognize and react to sound effects in poetry: end-rhyme, repetition, and basic rhythmic patterns.	Analyze nursery rhymes to isolate the different elements which heighten effect (rhyme, meter, repetition, etc.)
		Sing or play a record of a ballad such as "Get Up and Bar the Door" or "Oh, Bury Me Not on the Lone Prairie." List the elements that enhance the effect of the ballad.
	Differentiate between literal and figurative language.	Read narrative poems such as "The Highway Man," and analyze how a poet uses figurative language

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Poetry (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
		to enhance the effect. Discuss difference between literal and figurative.
		Recognize how a poet uses figurative language to deal with real issues in life. Substitute literal language and discuss the effect.
		Examine the metaphors and similes in a poem to assess how accurate they are.
	Classify the images which appeal to various senses.	Read narrative poems and determine how the poet made an event a literary experience.
	Recognize the basic poetic conventions, e.g., lines, stanzas, initial capital letter.	Read poems written by poets such as Langston Hughes, Theodore Roethke, Robert Frost, Carl Sandburg, Edwin Arlington Robinson, Stephen Crane, Richard Brautigan, Edgar Lee Masters, Countee Cullen, etc.
		Identify the basic poetic conventions and the visual form of each poem.
Biography/ (Auto) Biography	Understand the difference between a biography and an autobiography.	Write the first page of a brief account of your life as if your mother were writing it, as if your best friend were writing it, and as you would write it.
		Analyze the three versions and discuss why they are written in different ways.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Biography/ (Auto)Biography (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Read a segment of an autobiography. Contrast it with a biographical sketch of the same person. Which do you feel is more accurate? (Example: <u>An Autobiographical Study</u> , by Sigmund Freud vs. the biography <u>Sigmund Freud</u> , for young people, by Rachel Baker.
	Weigh the advantages of authenticity against the possibilities for distortion in the autobiography.	Consider whether a person writing about his or her own life is always accurate, and analyze the reasons why he or she may not be accurate. Recall incidents or events in your own life and the way you might want them (especially the unfavorable ones) described in your autobiography.
Essay, Article	Identify the moral of a story-essay.	Read a story-essay such as "The Fifty-First Dragon" and discuss how the story is used to present a moral. What is the moral? Bring in columns from newspapers or magazines in which the writers use the story-essay technique. Assess the effects of a writer using this form (e.g., Russell Baker, Art Buchwald).
	Characterize informed opinion as the personal opinion of an expert in the field.	Analyze the content of descriptive or humorous essays or articles. Discuss the writer's background and expertise.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Critical Reading	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Analyze the meanings and uses of euphemisms.	Analyze people's attitudes to certain concepts, such as death, by discussing why they prefer to say "He kicked the bucket," "He passed away," "He was promoted to glory," rather than say "He died."
		Suggest other words and concepts for which substitute words and concepts are used.
Basic Reading Processes	Differentiate between fact and opinion.	Read the stories of Poe, Irving, and others. With the teacher's help, become aware that all assertions in fiction must be scrutinized carefully.
		Read essays and articles reflecting many points of view. With the teacher's help, develop a "healthy skepticism" and abandon the notion that "If it's printed, it's true."
	Use typographical symbols as clues to meaning: bold face, italics, question marks, commas, dashes, parentheses.	Prepare a selection or a scene which can be presented to the class in pantomime. Identify the visual signals that make communication clear. Determine the audible signals that people use in spoken communication, in addition to the words uttered, such as pitch, stress, and juncture.
		A paragraph from a literary work will be presented with all the punctuation removed. Compare this to pantomime and determine what is needed for

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Basic Reading Processes (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: comprehension. (See that typographical cues function as substitutes for nonverbal signals that are available to the speaker but not to the writer.) Decipher paragraphs from literary works, from which all punctuation has been removed, to demonstrate the critical need for these marks (pointers, italics, question marks, commas, etc.) and how they serve as clues to meaning. They should come to associate these typographical cues with the sounds they often symbolize. Understand that typographical cues are used to make the writer's meaning clear to the reader, and are often a matter of convention. For example, the prescribed use of a colon after the salutation in a business letter and a comma in a friendly letter are a case in point. Participate in a series of library lessons for orientation on the contents and arrangement of the library. Practice using the card catalogue, vertical file, dictionaries (unabridged, special), encyclopedias, atlases, picture file, microfilms, recordings, and other basic resources of the library.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Mass Media</u>	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Newspaper	Locate in a newspaper information which is needed.	Collect and bring in to class as many different newspapers as possible. Locate and classify various sections: news pages, feature articles, sports columns, editorials, letters to the editor, sales advertising, classified advertising, etc. Discuss differences and similarities among these sections. Evaluate coverage of news.
	Compare the emphasis of news coverage in various newspapers.	Compare the <u>New York Times</u> , <u>Daily News</u> , and <u>New York Post</u> . Then list the amount of coverage that is devoted to local, national and international news; what is featured on the front pages; the length and content of articles.
	Study the different sections of a newspaper.	From copies of different types of newspapers, e.g., a standard newspaper (<u>New York Times</u>) and a tabloid (<u>New York Daily News</u> or <u>New York Post</u>), compare and contrast the front pages and the various sections of each publication. Identify differences and similarities among the newspapers. List issues discussed in editorials during a week of study. Then draw up a questionnaire about one of these issues, e.g., crime in the subways, the rising cost of public services, etc. Interview your friends, peers, family, etc., to elicit opinions on the issue. Present your findings in an appropriate classroom form, as indicated by the teacher.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Mass Media</u>	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Newspaper (Cont.)	Interpret the implicit message in illustrations, cartoons, and charts.	Cut out illustrations, cartoons, and charts. Discuss the reasons for these, the effectiveness of the "message" involved, the story behind them.
Magazine	Explore and examine the diversity of general periodicals.	Bring in as many different types of general magazines as possible. Look through the magazines and analyze their contents.
TV and Radio	Explore different types of programs.	Make a survey and analysis of your television viewing and radio listening habits. View or listen to the different types of programs assigned to you, and write a report for class discussion on what you saw or heard. Discuss the different types of programming found on each channel. Describe the similarities and differences between network and independent presentations. Rank the programs viewed or heard, and explain what factors were involved in the ranking choice. Then explain the reasons for the order chosen by detailing what you saw or heard. Place on board.
	Define the role of the sponsor in commercial television.	View several commercial television programs. For each, analyze the interrelationship and interaction among the following: . type and quality of program . type and quality of commercials . characteristics of target audience . decisions of television sponsors.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Mass Media	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Theater and Film	Identify different kinds of productions.	Research the development of the cinema and report back to the class. Make a chart listing examples of films within the various genres which have become classics, i.e., the Western, the detective story, the "thriller," the historical film, etc.
		List the characteristics of each film genre and discuss the refinements which have been made since the first examples of that type of film were produced. You could compare the early Westerns, with their clearly allegorical presentation of plot and character, with today's Westerns, with their psychological presentation of plot and character.
Propaganda Techniques	Recognize such propaganda techniques as omissions, glittering generalities, name-calling and half-truths.	Bring in advertisements and separate the facts from the generalizations. Analyze the ads and discuss the effectiveness of modern advertising in persuading the public.
		Listen to a political speech that is filled with blatant campaign oratory. Then analyze, separate facts from opinion, and evaluate.
		Examine two headlines about the same event - one slanted, one factual. Then break down the headlines and explain their purpose and effect.
		Analyze a biased news story and select specific words, phrases, and details that reveal the writer's opinion. Then rewrite the story objectively.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>WRITING</u>		
(The emphasis is, in each grade, on communicating ideas first and then refining, revising, editing, proofreading and copying them in legible handwriting, in that order.		
Narrative	<u>The student will be able to:</u>	The students will do the following:
	Arrange and maintain a sequence of events.	Using a journal (if you keep one), tell an interesting incident that happened on your way to school, keeping the events in sequential order. Write three versions of a paragraph on "My Fourteenth Birthday." The first gives key ideas in order of occurrence. The second saves the most important idea for last. The third begins with the most important idea. Discuss the effect of each arrangement.
	Use dialogue.	Read a selection from literature, e.g., Floyd Dell's "The Blanket," and write a selected section in play form, using dialogue only.
Descriptive	Make and record accurate observations.	The class divides into about five teams, and each is given an object similar to one received by the other teams. (Say, each team gets an apple.) Each team formulates a written description. A jury of peers decides to which team each object belongs.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Descriptive (Cont.)	<u>The student will be able to:</u>	The students will do the following:
	Involve all the senses.	A new family has moved in next door. They have a blind son who is your age and he asks you to tell him what the street he lives on looks like. Write the description. Describe a place or a thing in relation to the senses: Sight: Looking out of the classroom window Sound: Listening at a park Smell: Passing the bakery Taste: Eating the Thanksgiving dinner Touch: Running your fingers over a school desk top
Expository	Classify and relate ideas.	Write one paragraph telling why the job of the lifeguard (or librarian, school guard, et al) is rewarding. Then begin a second paragraph ("On the other hand,") telling of the job's drawbacks.
	Recognize the need for accuracy of information.	A student gives a "How To" demonstration (e.g., how to set up a terrarium). Write the body of a letter to a friend and tell exactly what you saw and heard. Imagine you are to host a meeting of a school club at home. Direct your friends to your house by writing a step-by-step explanation of how you get from school to your house each day.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Persuasive	The student will be able to: Support opinions convincingly.	The students will do the following: Your best friend has been mugged several times and now wants to carry a gun for protection. You know this is against the new gun control law. Write a letter telling why you think this is a bad idea. Pretend that your uncle works in an American embassy abroad. Militants who claim that America has injured their country have taken him hostage. Write a letter, citing authorities, that will convince the militants to release him.
Poetry	Create figurative language and employ concrete imagery.	Create similes based on patterns: "as pretty as _____," "running like a _____." Avoid clichés. Create personifications by selecting a "life-giving" word or phrase to accompany a given object. ("The car moved slowly - "crawled," or "The rain fell on the sand castle" - "assaulted.")
Letter Writing	Use the correct form in writing a friendly letter.	Observe and practice key features of the friendly letter; e.g., comma after the salutation, consistent use of block or indented format, appropriate closings.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Letter Writing (Cont.)	<u>The student will be able to:</u>	The students will do the following: Imagine you have just spent a great weekend at a friend's house. Write a "bread and butter" note thanking your friend's mother for her hospitality. Imagine that a relative in a distant city has been hospitalized following a car accident. Write to your relative, express sympathy, and say something to cheer him or her.
Basic Processes	Summarize articles, speeches, and literary material to achieve a grasp of essentials.	First outline articles and the like in some formal or informal style. Reduce the outline to a paragraph-length summary; then reduce the paragraph summary to a sentence. See how briefly you can state the essential ideas in written material.
	Employ variety in sentence patterns and types.	Practice rewriting given declarative sentences, first as questions and then as imperative sentences. For example, "He placed the books on the table" becomes "Did he place the books on the table?" and then "Place the books on the table."
	Use the dictionary to check spelling and appropriate word usage.	Join a group of four or five students who will exchange their writings and copy-edit for each other. Use the dictionary to check spelling and appropriate use of words in the selection you are reviewing.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING CONVENTIONS

GRADES 9 - 12

(In all of the writing that has been assigned, the writing conventions will be reviewed in the context of correcting student papers during the revision, editing, and proofreading stages. Clarity and effectiveness are emphasized in student writing, and the conventions are applied for their importance in achieving these qualities. Grammar, usage, punctuation, and spelling are taught in the context of student work for the purpose of achieving clarity, intelligibility, and literacy. As writing becomes more sophisticated, students will be applying the skills to increasingly more difficult materials.)

The student will be able to:

Sentence Expansion

Expand sentence kernels into longer and more complex units.

From a basic sentence such as "John threw the ball;" add detail in phrases and clauses and by coordination properly punctuated. This can be a class activity with expansions listed straight across the board. (For example: My second cousin twice removed, whose middle name was legally changed to John when he was five years old, threw the red, round, beautiful ball gracefully into the sunlit air and, turning completely around, took off and ran the length of the park, now becoming dusky with twilight, to his secret hiding place in the elm tree trunk which we had discovered many years ago.

Sentence Sense

Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.

Reinforce sentence sense through listening to and reading good literature, and through role playing.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	The students will do the following:
Spelling	Reflect, in his or her writing, increased proficiency in spelling.	Proofread to check spelling, especially of commonly used words. Become familiar with, and make part of student spelling list, new words introduced in the content areas and current events, and words which are individually troublesome.
Punctuation	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Check other students' papers and your own for use of appropriate punctuation: e.g., end punctuation, commas for series and appositives, omissions, quotation marks for direct discourse.
Usage	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Check other students' work and your own, in editing and proofreading sessions, to eliminate gross errors in usage.

Grade 10
Performance Objectives

During the tenth year, a term is often designated the "Speech" Term, with particular emphasis on Listening and Speaking Activities.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LISTENING AND SPEAKING</u>	<u>The student will be able to:</u>	The students will do the following:
Speech Production (Voice, Dictior., and Expression)	Analyze voice and speech, and develop standards which are applicable to his/her own performances and to those of other students (as well as to examples of public figures, actors, and the like.)	Listen to television performers, announcers, public figures. As you listen, list the impressions you get from the speakers. Discuss the reasons for forming these impressions. Then develop a set of standards which can be used to measure the voice and speech of your classmates in their presentations.
Critical Listening	Identify subordinate as well as main ideas in orally presented materials.	Listen to passages of increasing difficulty, or to records. Elicit the main idea and list the subordinate ideas supporting the main idea in each passage. Discuss the order in which the main ideas were presented.
	Recognize varying levels of language.	Examine speeches and dialogues to distinguish standard, non-standard, and informal speech (e.g., compare Lincoln to Huck Finn to Tom in Pearl Buck's "The Enemy").
		With your class, deliberate the level of speech appropriate to such occasions as: . a radio sportscaster's description of a prize fight . a valedictorian's address . a telephone conversation with a hospitalized family member

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u> Distinguish various methods of influencing public opinion.	The students will do the following: Listen to a record of a political speech filled with blatant propaganda techniques. Identify techniques used and analyze their effectiveness. Your in-class analysis of taped radio commercials will build upon knowledge of propaganda techniques studied in connection with mass media. The teacher will lead an examination of TV and radio "spots" used in political campaigns, a topic reflecting your interest in current issues.
	Take notes while listening to identify purpose, organize ideas, and assimilate details.	You will be given a series of questions about a passage which will be read to you. Take notes that will answer questions relating to purpose, organization of ideas, and details. Copy a passage as it is dictated by your teacher. Note any errors you have made during a class review.
Oral Interpretation	Dramatize scenes from plays to develop understanding and appreciation of dramatic qualities.	Extract a scene from a story you have read and write dialogue for it. Present it to the class.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Oral Interpretation (Cont.)	<u>The student will be able to:</u>	The students will do the following: Following the reading of a play, make a group selection of scenes as highlights and volunteer to prepare and dramatize them. Develop class guidelines for appreciational listening/viewing. Based on this, provide each group of presenters with critical feedback (Guidelines might include: What should the mood of the scene be? Did our actors succeed in creating it? Why or why not?) In groups of 2-3, select and prepare for class presentation a scene from a play. After the presentation, discuss why you selected the scene, its importance to the play and why you felt the scene was dramatic.
	Develop techniques for reading poetry aloud with regard to intelligent phrasing and emotional delivery.	In groups of 3-5, select individually or by groups a theme such as "The Modern World," "The Black Experience," "Nature," "War," "Love," "Heroes and Heroines," "Death," "Youth and Age," etc. Select poems with different viewpoints on the theme you or your group has selected. Prepare a brief introduction to the poems and a list of discussion questions. Then present the prepared unit orally to the class as a group report.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Oral Interpretation (Cont.)	The student will be able to Develop techniques for reading poetry aloud, with regard to intelligent phrasing and emotional delivery.	The students will do the following: Plan a group reading of poems such as Benet's "Skater of Ghost Lake." Individuals or small groups read the stanzas and the whole class reads the chorus. Prepare and present a reading of a dramatic monologue such as Browning's "My Last Duchess" and Tennyson's "Ulysses." Eye contact, pausing only when indicated, and advance preparation to pronounce new words should be stressed.
Public Speaking	Prepare and deliver extemporaneous talks. Prepare and deliver informative reports and/or statements of opinion.	Discuss how you would explain a process or procedure to another person. Select a "How to Do It" topic and present an extemporaneous report to the class. You will be given a topic and ten minutes to prepare. In that ten minutes, an index card should be used to record an opening statement, the conclusion, and key words about what will be said in between. In delivering the address, use this index card as a guide, not a crutch. Prepare and deliver a three-minute informative or persuasive speech on topics which have been elicited from class discussion.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Public Speaking (Cont.)	<u>The student will be able to:</u>	The students will do the following: You will have received a topic at least one week in advance. Research your topic and formulate the speech, using an index card to outline the beginning, the finish, and highlights of the talk. The other side of the issue can be talked about by classmates, and a vote can be taken to determine which speaker was most informative.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
LITERATURE AND READING	The student will be able to:	Within the context of the class reading, students will do the following:
Focal Theme (Understanding of Self and Others)	Use literature to strengthen and expand social values and beliefs.	Select a novel or short story in which the main character is a female and analyze her attitudes and behavior. How have social values and beliefs changed? Discuss why.
		Assume the role of a character in a story, and write a letter to Ann Landers about a problem with which he or she is faced.
		Analyze the actions of a character in a literary work and determine the character's moral standards. Then, consider your own feelings about those moral standards. Do you agree with or are you opposed to the values by which the character makes decisions? Tell why you have made your judgment.
	Explore the individual's responsibility to other members of society.	Discuss your feelings about a literary character who has sacrificed his or her personal convictions for society. List the kinds of convictions that are adjudged worthy of great personal sacrifice.
	Examine social and political questions.	Select a social problem treated currently in magazines or newspapers. Then place a leading character from literature in a situation where he or she will have to make decisions concerning that social problem or political question.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Focal Theme (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Identify the social and political attitudes held by the main character in a literary work studied. Consider whether the other characters in the story share those attitudes, or whether the main character is a minority of one. Discuss how representative these attitudes are of the time and place in which the story is set. Then, consider whether these social and political attitudes would be acceptable in today's society. Analyze how minority/ethnic groups are treated in literary works that have been studied. Compare the way authors who wrote before the 1960's presented these groups, with the ways in which contemporary authors are picturing them. (You might consider the treatment of blacks in <u>To Kill a Mockingbird</u> and in <u>The Contender</u>.)
<u>Specific Genres</u>		
(All characteristics of literature are to be discussed as they occur in the literature being studied in class. There is no advantage in studying these characteristics in isolation, merely as exercises for recognition. The purpose is to discover how the form, technique, or device enhances the meaning and mood of the piece of literature. The technical terminology is incidental.)		
Mythology 104	Recognize that myths and fables concern themselves with qualities which mirror human attributes, virtues, and frailties.	Discuss how myths were created and how they help us to understand the past. Evaluate the part that the supernatural plays in myths, and establish what myths teach us about life.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Mythology (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Consider and discuss how the world was created. Then, read the Greek and the Hindu myths of creation, or any other creation myths. Explore value implications of such myths. You might want to compare these with the scientific theories of the origin of the universe. Analyze the role of women in the creation stories. Read classical and myths of all cultures. Discuss the characteristics of the deities. What human qualities did they possess? What supernatural qualities did they possess? After discussion, select your favorite deity and write a half-hour television skit about this god in today's world. Compare the deities from Greece and Rome with the deities of other countries. Discuss and try to explain the differences and the similarities. Contrast the deities in the myths with superheroes in such television series as Superman, Wonder Woman, the Million Dollar Man, etc. Select passages from <u>The Iliad</u> and <u>The Odyssey</u> illustrating the traits of the heroes in the myths. Were they idealistic or realistic? How would they behave today?

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Draw inferences about characterization.	Trace the ways in which the author reveals character. As "literary detectives," look for what is stated about a character, what the character says, what others say about him/her, and how he/she acts and reacts. Write a "missing person" report about the character.
	Recognize that settings may be single or multiple and may shift from one place to another.	Describe some customs, beliefs and values that have emerged in a particular region or locale, such as the South of Faulkner, the West of Bret Harte, the Mississippi of Mark Twain, etc. Discuss how the region or locale contributed to shaping the cultural mores and social climates described.
	Follow variations of the time sequence in plot development, such as beginning in the middle of an action and shifting back and forth.	Refer to the opening scene of a short story or novel, such as "The Occurrence at Owl Creek" or <u>Catcher in the Rye</u> . Discuss how the story begins and why the author has chosen this method to develop the plot.
108	Identify the use of flashback and foreshadowing in plot development.	Describe an example of an author's use of foreshadowing and flashback to create suspense. Outline the events in the story chronologically, and discuss the effectiveness of using these techniques to enhance the plot.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Assess the relative value of narrating a story from the first-person or third-person point of view.	Discover the point of view in a number of stories and evaluate the author's choice of the particular perspective in each case. What would have happened had the author chosen to tell the story from another point of view?
	Perceive that a theme or a moral may be presented directly or indirectly by an author.	Pair off, with one student in each pair relating an incident from his or her own life, using the the pronoun "I." The second student then relates the incident using the third-person pronoun. Students analyze the changes that have taken place, and evaluate the advantages of one point of view over another.
		Follow the author's revelation of theme in a story, and distinguish whether that theme is stated by the author, stated by a character, or left implicit for the reader to figure out.
		Appraise the importance of theme and what value there is in the reader's thinking about it.
		Discuss an author's presentation of theme in a story, and generalize from it some eternal truths that are applicable to other stories and to your own lives.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Drama	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Use stage directions to determine: setting, entrances and exits, moods.	Read the stage directions for the settings of a play. Draw a simple diagram of the setting. Using the diagram which the teacher has placed on the chalkboard, indicate symbolically how furniture should be placed, and where actors enter and exit, according to the playwright's directions.
	Perceive the revelation of character through the use of dialogue.	Observe what a character says and compare it with his/her actions. Take what others in a drama say about a character and formulate a composite based on a knowledge of the persons who are speaking (the principle of "taking it whence it comes").
	Recognize and evaluate the use of dramatic irony.	Identify instances in a play, such as <u>Romeo and Juliet</u> , or <u>Antigone</u> where the audience is aware of something the protagonists do not know. Analyze these instances as dramatic irony.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Drama (Cont.)	Evaluate the functions of staging, costuming, lighting, music, sound and special effects.	Study the stage directions of a play such as <u>Our Town</u> , <u>West Side Story</u> , etc., and discuss how the staging, costuming, lighting, music, and special effects contribute to the enjoyment. Consider why some playwrights are so specific in giving details and others are not.
Poetry	Recognize and react to sound effects in poetry: alliteration, onomatopoeia, internal rhyme.	Participate in a choral reading of a poem which echoes particular sounds, such as Carl Sandburg's "Jazz Fantasia" or Walter de la Mare's "The Listeners," or Alfred Noyes' "The Highwayman." Analyze elements used and the onomatopoeic words. Explain how use of these elements heightens the reader's interest in the poem. Read ballads and identify the elements (rhyme, rhythm, repetition, alliteration) that heighten the effect of the story. Note the effect of repetition of consonant sounds, usually at the beginning of a word. Create a class ballad. After deciding on a particular topic, students, individually or in groups, compose one stanza using the required elements (repetition, story, rhyme, rhythm, and alliteration). When it is completed, reproduce the ballad on a xeroxgraph and present it to the class.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Poetry (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Identify and appreciate the use of figurative comparisons (similes, metaphors) and personification.	Select examples of metaphors and similes from poems you have read. Then write original metaphors and similes.
	Interpret the meaning of key images/symbols in poetry.	Read poems such as "The Road Not Taken," "The House on the Hill," "The Wayfarer," "Desert Places," "Fire and Ice," etc., and identify the key images. Determine what the subject, action, or object in a poem represent. Analyze how the use of symbolism communicates more than one level of meaning.
Biography (Auto) Biography	Read poetry with facility by pausing at end-stop lines but continuing in cases of enjambment.	Recognize that punctuation in poetry is not always found at the end of each line. Study the form of the poems. Notice where the poet ended his sentence-thought. Read the poem aloud, stopping only when the punctuation indicates a pause or a stop.
	Recognize and evaluate a biographer's purpose.	Read two biographical selections about the same person. Discuss the author's purposes and points of view.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Biography (Auto) Biography (Cont.)	Examine how the details of a person's life may be presented to glorify or vilify the subject.	In small groups or in pairs, compare different biographies of the same person and determine whether the details presented glorified or vilified the subject. (A study of Poe's biographies might be helpful.)
Essay, Article	Contrast the style of the essayist with that of the journalist.	Read an essay and a news article on the same subject and judge why one is more effective than the other. Analyze the styles of the essayist and journalist, and contrast the elements.
	Differentiate between the formal and the informal essay.	Read articles by Art Buchwald, Russell Baker, and others. Analyze the purpose and point of view of the journalist authors. Write an essay on your version of one of the topics chosen by the professional writers.
		Read "The Fifty-first Dragon" and discuss how the story is used to present a moral.
		Read essays such as Gregory's "We Ain't Poor, Just Broke," Buchwald's "Don't Be a Pal to Your Son," Bacon's "On Studies," Cousins' "The First Citizens of the Atomic Age." Compare styles and the language used in the formal and informal essay. Discuss your reactions to the two forms.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Critical Reading	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Recognize and interpret tone, e.g., irony, satire, or others.	Examine a list of comments in which the literal meaning is clearly different from the intended meaning. Discuss the reasons for the discrepancy between what was said and what was intended. (For example, "Hi there, graceful!" said to someone who has just tripped; "Don't strain yourself!" said to someone who is standing around while others work.) Analyze a literary work and describe the author's tone and mood. Determine whether irony was achieved by the use of coincidence, chance, or a twist of fate; whether satire was achieved by incongruity or exaggeration; etc.
Basic Reading Processes	Apply structural and contextual clues to unfamiliar words, especially newly coined words, words from content areas, and foreign phrases.	Analyze compound words such as "logbook," "extraterrestrial," or others from the readings. Identify selected prefixes, roots, and suffixes which tend to have invariable meanings. Recognize that knowledge of these forms can aid in comprehension. In sentences or paragraphs containing new words, determine the meaning from the context. Find the origins or sources of words that change our language, such as antibiotics, radar, transistor, quisling, astronaut, <u>connoisseur</u> , muscle, <u>iris</u> , <u>in medias res</u> , etc. Then discuss the need for and use of these coinages and borrowings.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Basic Reading Processes (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Use dictionary skills.	Work with exercises that require the use of the dictionary, and compare the information found in an unabridged dictionary with that found in an abridged dictionary. Interpret all the information found in both dictionaries.
	Use table of contents, index, glossary, etc., in a textbook.	Bring in a science or any other textbook and consult the table of contents, the index, the glossary, etc. Discuss the reasons for the format used.
<u>Mass Media</u>		
Newspaper	Recognize the formats of different types of articles: simple news story (5 W's), editorial, feature, obituary, review.	Read different types of articles in newspapers such as the news story, the editorial, the human interest, the obituary, the review. Differentiate between the inverted pyramid format of a news article (5 W's), and the pyramid format where the point is "clinched" at the end. Discuss the human interest story, the signed feature article, the editorial, and the review as specific forms.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Newspaper (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Recognize objective reporting as factually oriented and avoiding slanted words, propaganda, and a personal point of view.	Develop criteria to judge whether a piece of writing is objective or slanted. Then evaluate a few articles against these standards. (For example, are the statistics, illustrations, facts used by the author valid, or have they been used out of context to mislead the reader? Is the author's point of view biased or objective? Are the author's statements general or specific, etc.?)
	Analyze the language of news stories and the implications of ambiguous words and phrases. (Unidentified sources, reliable sources, trustworthy sources).	Study news articles about the same event from <u>The New York Times</u> , and from the <u>Daily News</u> or the <u>New York Post</u> . Analyze and compare the words used in each article, the feelings aroused by those words, the differences in impact of the stories because of the words selected, etc. Analyze news stories about a crime or about a political figure. Discuss why a newswriter selects certain incidents to feature, and why he/she uses ambiguous phrases such as "unidentified sources," "persons close to," "trustworthy sources," etc. What are the implications?

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Magazines	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Explore and examine the diversity of specialized periodicals.	Bring in copies of : <u>New York Magazine</u> , <u>The New Yorker</u> , <u>Time Magazine</u> , and analyze their content, readership, advertising, and illustrations. Compare with "popular" periodicals such as <u>People</u> and <u>Us</u> .
		Bring in trade, special interest, foreign language, and other specialized magazines and analyze their content, readership, advertising, illustrations, etc.
		Establish to what special interest group a magazine appeals by considering the following factors: level of language used, number and quality of photographs and illustrations, types and quality of articles and features, unique need for the magazine, type and quality of information contained, type and quality of advertising carried. Evaluate policies of editor.
TV and Radio	Develop criteria for evaluating programs.	Analyze several TV and radio programs and determine what aspects made them enjoyable. List what is most important to you in a program. Develop your own criteria and judge each program against these standards.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
TV and Radio (Cont.)	Define the role of public television in the broadcast media.	View the assigned productions on public television, which will include documentaries and special events. Keep a log of programs you have viewed. Write a critical review of several.
Theater and Film	Differentiate between realistic and unrealistic treatment of character and theme.	Contrast realistic films (e.g., <u>Bicycle Thief</u>), plays (e.g., <u>Death of a Salesman</u>), with examples of sentimental plays or films (e.g., <u>Love Story</u>).
Propaganda Techniques	Explore techniques of propaganda on both sides of a question: e.g., transfer, plain folks, snob appeal, bandwagon, the big lie.	Identify any "slanted" words in editorials or letters to the editor. Bring in examples of advertisements which use propaganda techniques, e.g., "Name-Calling," "Glittering Generalities," "Transfer," "Testimonial," "Plain Folks," "Cardstacking," "Bandwagon," etc. Identify their emotional appeal and the technique by which it is achieved. Then write the advertisements without using propaganda techniques.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING

(The emphasis is, in each grade, on communicating ideas first and then refining, revising, editing, proofreading and copying them in legible handwriting, in that order.)

Narrative

The student will be able to:

Create suspense and lead up to a climax.

Use language economically.

The students will do the following:

Suppose that you are telling a bedtime story to a younger brother or sister. Write a story that will take at least three minutes to tell. Do not finish the story. When you stop, suppose the youngster says, "What happened then?" Write another minute's worth.

Read a story like Richard Connell's "The Most Dangerous Game." Then list the episodes in the plot of an original story in which the outcome is not known until the final phrase or sentence.

Write a "close sandwich paragraph." (The first and last sentences are given.) It may begin, "I knew as soon as I saw it that I should not enter the dark, abandoned house," and may conclude "And so I'll never go back there again."

Write a story about yourself approximately 200 words in length. Pretend you are speaking with a friend whom you have called from a pay telephone. Time is almost up, you have no more change, and you want very much to tell the story. Reduce the story to 75 words.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Descriptive	<u>The student will be able to:</u>	The students will do the following:
	Use selectivity in including, excluding, or emphasizing details.	Write a description from multiple points of view, e.g., describe a rainstorm as seen by a meteorologist, a farmer, eager picnickers, a resident on the banks of a swollen river.
		Read one of Doyle's tales of Sherlock Holmes. List and analyze those details which assume great importance when the solution of the case is revealed. Consider which details constituted a red-herring.
	Sketch people and scenes.	Write a paragraph that begins, "There are three ways in which my family is different from most others." Try to help the reader actually see what you see.
		Write a description first of students entering the school building in the morning, and then of them departing in the afternoon.
		Write paragraph-length physical descriptions of characters who possess various specified personality traits. Describe the appearance of a man who is proud and ambitious; a woman who is friendly and nervous; and a fifth-grader who is intelligent and shy. A discussion of the problems of evaluating people by appearance in life and literature is appropriate.
	Use modelling to learn new writing techniques.	Write pieces in the styles of various authors (Dickens, Beebe, Doyle, Brooks). The more diverse the experience, the better.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Expository	The student will be able to: Maintain sound sequence and organization based on logical, chronological, or other rational approach.	The students will do the following: Write to a real or imagined pen pal who will soon visit New York from a foreign land. List at least five attractions "not to be missed," beginning with a free one and working up to an expensive one. Write on ways to improve the attendance at PTA meetings. At least three ways must be given, and they must be enumerated (first, second, etc.), and listed in ascending order of importance.
Persuasive	Make effective use of the denotative, connotative, and emotive force of words.	Study word pairs such as house-home, slender-skinny, crafty-clever. - define each word - write an illustrative sentence for each word - select the word that completes pairs of sentences; e.g., slender, skinny . After weeks of dieting, Margaret was proud to look so _____ in her prom dress. . Although Frank appeared _____, he was not really underweight. Stress proper word choice and the correct use of connotative meanings in writing, with the help of peer and self-evaluation and teacher reminders. Analyze selected instances of powerful word choices ("We shall overcome" vs. "We will succeed," "Bring our boys home" vs. "Withdraw the troops," etc.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Persuasive (Cont.)	<u>The student will be able to:</u>	The students will do the following: In peer evaluation groups, examine one another's papers for examples of good word choice and for opportunities for improvement.
Poetry	Make music through the sounds of words.	Read and then write original haiku. Examine and practice the use of alliteration in original free verse. Examine and practice using onomatopoeia.
Letter Writing	Use the correct form in writing a business letter of complaint or praise.	Examine a model business letter and identify the conventional parts: . heading (including date) . inside address . salutation . body . closing . signature Correct the business letter distributed to you by the teacher on the following points. 1. colon after the salutation 2. comma after the closing 3. use of initial capital letters throughout the salutation 4. use of an initial capital letter for only the first word of the closing

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Letter Writing (Cont.)	<u>The student will be able to:</u>	The students will do the following: Write and <u>mail</u> letters requesting free brochures, government pamphlets, etc. Evaluation of your work will be linked to the receipt of the requested material. This activity may be taken in conjunction with locating ads for such material in the newspaper.
Basic Processes	Write reports from data supplied. Use typographical symbols to serve as clues to meaning.	Organize data supplied by teachers, or gathered by students, in logical groups. Then write a clear and accurate report based on this data. Practice the essentials of writing a report: 1. pertinent details are grouped and 2. presented in an orderly way (e.g., chronologically, steps in a process, degree of importance, causes followed by effects) 3. generalizations are made 4. editorializing and interpretations are avoided. Review the use of terminal marks of punctuation. Clarify potentially confusing pronoun use by employing an explanatory appositive set off by commas. Practice the use of underscoring for the titles of long works, quotation marks for short works. See list of Regents Competency Test topics supplied by SED.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING CONVENTIONSGRADES 9 - 12

(In all of the writing that has been assigned, the writing conventions will be reviewed in the context of correcting student papers during the revision, editing, and proofreading stages. Clarity and effectiveness are emphasized in student writing, and the conventions are applied for their importance in achieving these qualities. Grammar, usage, punctuation, and spelling are taught in the context of student work for the purpose of achieving clarity, intelligibility, and literacy. As writing becomes more sophisticated, students will be applying the skills to increasingly more difficult materials.)

The student will be able to:

The students will do the following:

Sentence Expansion

Expand sentence kernels into longer and more complex units.

From a basic sentence such as "John threw the ball;" add detail in phrases and clauses and by coordination properly punctuated. This can be a class activity with expansions listed straight across the board. (For example: My second cousin twice removed, whose middle name was legally changed to John when he was five years old, threw the red, round, beautiful ball gracefully into the sunlit air and, turning completely around, took off and ran the length of the park, now becoming dusky with twilight, to his secret hiding place in the elm tree trunk which we had discovered many years ago.

1.4 Sentence Sense

Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.

Reinforce sentence sense through listening to and reading good literature, and through role playing.

1.11

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	The students will do the following:
Spelling	Reflect, in his or her writing, increased proficiency in spelling.	Proofread to check spelling, especially of commonly used words. Become familiar with, and make part of student spelling list, new words introduced in the content areas and current events, and words which are individually troublesome.
Punctuation	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Check other students' papers and your own for use of appropriate punctuation: e.g., end punctuation, commas for series and appositives, omissions, quotation marks for direct discourse.
Usage	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Check other students' work and your own, in editing and proofreading sessions, to eliminate gross errors in usage.

Grade 11
Performance Objectives

144

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LISTENING AND SPEAKING</u>	<u>The student will be able to:</u>	<u>The students will do the following:</u>
Speech Production (Voice, Diction, and Expression)	Correct individual voice problems for more effective and versatile delivery.	Observe carefully the voice problems common to the class. These will be demonstrated and explained by the teacher, using exaggeration for emphasis. Read aloud selected passages while your class- mates record instances of the problems covered in the teacher-demonstration. Accept assignment to one individual problem area for correction (e.g., nasalization of <u>a</u> in <u>man</u> , dentalization of <u>t</u> in <u>then</u> . Participate in choral practice of the pronun- ciation of commonly mispronounced words, led first by teacher and then by student leaders. Keep a notebook of individual pronunciation problems (e.g., hamburger, <u>athaletic</u> for <u>athletic</u> , <u>Febuary</u> for <u>February</u>).
Critical Listening	Discern dominant tone or mood of speech in public addresses, etc.	Analyze the mood or tone in a wide variety of cases, e.g., Churchill's "Battle of Britain" speech, Martin Luther King's "I Have a Dream" address, daily announcements in school, the calls of an amusement park barker.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	<u>The students will do the following:</u>
Critical Listening (Cont.)	Recognize the differences between the emotional appeal and the intellectual content of a presentation.	Review the funeral ovations of Brutus and Mark Antony in Act III of <u>Julius Caesar</u> . Delineate fully the positions suggested by some bumper stickers (e.g., "Register matches - prevent forest fires," "Fight smog - ride a horse," "No Nukes"). Then determine the emotional appeal infused into the bumper sticker's condensation.
Oral Interpretation	Interpret selections from historical and current prose.	Select an editorial from a local newspaper and present an oral interpretation of it. Select and orally interpret important historical documents such as the "Preamble" to the Constitution, the Declaration of Independence, etc.
Public Speaking	Engage in panel discussions as a means of clarifying issues.	Distinguish between a <u>panel of speakers</u> and <u>panel discussion</u> . Examples of each are common on TV and should be within your experience. Consider the implications of public as opposed to "closed door " meetings. Select and "sign up for" an issue chosen from the list of discussion issues offered to you. (The issues can be gathered from newspaper articles or directly from the students.)

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Public Speaking (Cont.)	<u>The student will be able to:</u>	The students will do the following: Divide students into groups of 5-8 and prepare a presentation giving your views. Support your views by articles, statistics, etc., and a list of discussion questions. With one student serving as moderator, make presentation to class. The audience should be prepared to take notes and ask questions. Panel discussion: Is the use of propaganda devices ever justified? This will entail your examination of particular cases.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
LITERATURE AND READING	The student will be able to:	Within the context of the class reading, students will do the following:
Focal Theme (Understanding of Self and Others)	Evaluate the relevancy of literary works to current issues and problems.	Discuss major issues and problems in the world today as they are reflected in the literary works studied. Determine in what ways our world seems to be advancing and in what ways it is regressing.
	Investigate character for awareness of how society's pressures affect conduct and thinking.	Based on the discussion, assess literary works studied for their relevancy to students' lives today, and for their prediction of changes in the future. (Science fiction stories, such as Ray Bradbury's "The Veldt," are examples of fiction that satirize the present by using the future.)
		Choose the main character from a book or story, preferably set in another century, and compare with a character in a book or story with a contemporary social setting. Note and analyze the similarities and differences in thinking and behavior of the characters.
		Select a character torn by a conflict and discuss whether the character has made a good or bad decision in resolving that conflict. Discuss the pressures of society on this character's decision, such as Dr. Stockman's decision in "An Enemy of the People."

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Specific Genres</u>		
(All characteristics of literature are to be discussed as they occur in the literature being studied in class. there is no advantage in studying these characteristics in isolation, merely as exercises for recognition. The purpose is to discover how the form, technique, or device enhances the meaning and mood of the piece of literature. The technical terminology is incidental.)		
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Mythology	Interpret allusions to and themes from mythology as they appear in the study of poetry and fiction.	Read works whose meaning is fully unlocked only through the understanding of myths (e.g., "Antaeus" by Borden Deal, "Ode to a Nightingale" by Keats.
Short Story, Novel	Evaluate the consistency of characterization.	Select a character from a literary work. Consider what the character will do in several different situations. Decide whether the character is realistically consistent or unacceptably inconsistent, and provide examples from the text.
	Detect the author's method for creating ambiance.	Examine the atmosphere of a story such as "The Most Dangerous Game," "Fall of the House of Usher," or "The Lottery." Consider the feelings one gets from this description, based on a listing and subsequent analysis of the particular words and images used.
		Consider what events might take place in such an atmosphere, and what type of characters might be involved in these events. Then evaluate the contribution of atmosphere to characterization and plot.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Specific Genres</u> (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Short Story, Novel	Follow the subplot in the novel as a method of enriching and supplying contrast to the main plot.	Analyze a novel that contains more than one plot, or a main plot and at least one subplot. Discuss how the subplot increases interest and suspense in the novel. Then write a brief summary of the subplot to determine whether it can stand on its own merits or only on the contribution it makes to the main plot.
	Analyze the uses of chance, coincidence and contrivance.	Examine the elements in stories, or in a novel such as <u>Tale of Two Cities</u> or <u>Return of the Native</u> , and consider to what extent the author used coincidence to further the plot, chance to influence the events, or contrivance that was artificial or implausible. Determine whether the author's use of these elements enhances or detracts from the effectiveness of the work.
		The teacher will discuss an example of "deus ex machina" from Greek drama and explain how the expression derived from the Greek dramatists' habit of having a god descend on stage to make things turn out right at the end. Have students discuss some improbable incidents that authors have contrived to bring a novel, short story, or play to a satisfactory conclusion.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Identify and analyze the author's use of multiple points of view.	Discuss the narrators in a novel such as <u>Wuthering Heights</u> . Analyze the points of view and trace them throughout the novel. Evaluate the effectiveness of the shifting point of view.
	Recognize in allegory the translation of plot into theme.	Discuss allegory in fairy tales, fables and Bible stories. Analyze the allegorical qualities in Steinbeck's <u>The Pearl</u> , Melville's <u>Moby Dick</u> , Orwell's <u>Animal Farm</u> .
Drama	Trace the unique contributions of American writers to the short story form.	Research the short story and its development in America through the writings of Washington Irving, Edgar Allan Poe, Nathaniel Hawthorne, etc. Analyze stories with Poe's definition for the short story as a standard. Draw a time line showing the contributions of the writers to the short story form.
	Apply knowledge of the conventions of the Elizabethan theater to the reading of a Shakespearean play.	Discuss the conventions of the Elizabethan theater with teacher and class. Using a diagram, discuss how Shakespeare had to write scenes and plan the entrances and exits of actors.
	Evaluate the methods by which the playwright shapes the reader's/viewer's attitudes toward the protagonist and the antagonist.	Analyze how a playwright uses dialogue, stage directions, costuming, etc., to reveal the personalities, relationships, moods, attitudes, and conflicts of the protagonists and the antagonists, e.g., Hamlet contrasted with Claudius.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Drama (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Recognize the uses of counterpoint.	Discuss how the fates of Fortinbras and Laertes are used as counterpoints to that of Hamlet himself.
	Recognize the fusing of different types of drama to form the tragicomedy, the musical, and the opera.	Arrange to attend a performance of "new type" theater and compare with a traditional play.
Poetry	Recognize and react to sound effects in poetry: assonance, consonance, sibilance, and elements of prosody.	Identify differences among assonance, consonance, sibilance and elements of prosody. Identify the sounds which contribute to the mood and effect on the reader.
	Interpret figures of speech such as hyperbole, understatement, and apostrophe.	Using teacher-presented examples of hyperbole (exaggeration), understatement, and apostrophe, describe what the writer is doing. Then, select examples from poetry.
	Distinguish between central and subordinate images/symbols.	List images in poems such as Yeats' "The Lake Isle of Innisfree," and differentiate between the subordinate images and the central one. Analyze how the meaning is enhanced.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Poetry (Cont.)	Differentiate among the various conventional poetic forms, such as heroic couplet, ballad stanza, sonnet, blank verse, and epic.	Bring in examples of the heroic couplet, ballad stanza, blank verse, and epic. Analyze the rhyme scheme, the lack of rhyme scheme in iambic pentameter blank verse, ballad stanzas, and the couplets. Discuss the effectiveness and limitations of each form.
Biography, (Auto) Biography	Assess the extent of an author's subjectivity and/or objectivity.	Read two biographies of the same person. Analyze the author's presentation of the facts, events, and opinions about the subject's life. Determine if the authors are subjective or objective in presenting the subject's life. Discuss what evidence a biographer must use.
	Compare the literary styles of various writers of autobiography.	In two autobiographical passages selected, each written by a different author, analyze the diction, rhythm, and rhetoric. Consider the simplicity or complexity of each author's style. Compare the styles of the two authors for effectiveness and personal appeal to you.
		The teacher will give you a paraphrase of a passage from the Declaration of Independence or the Gettysburg Address and the original from which it was taken. Evaluate the two versions and decide which is most effective and why.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Essay, Article	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Examine different types and forms of the essay.	Try modelling a familiar essay in the style of William Allen White, Leacock, Lamb, or others.
	Recognize the uses of contrast, antithesis, and balance.	Analyze essays to identify the uses of contrast, antithesis and balance. Discuss the effects these techniques have on the essay. (Use essays of Francis Bacon, Joseph Addison, etc.)
Critical Reading	Examine how figurative language and the emotional force of words can highlight literal meanings.	View five commercials and write out the "message" implicit in each of them. Analyze the commercials by identifying the target audience, the emotive appeal, and other pertinent factors.
		List the techniques advertisers use to persuade the viewer or listener to use an advertised brand.
		Read a paragraph that is very poetic (such as the first paragraph of "The Fall of the House of Usher" by Poe) and list all the words used by the author which emphasize how the narrator feels. Then determine how the figurative language enhances the emotional force of the passage.
		Apply the use of metaphors, similes, and personification in producing descriptions of characters in the stories being read.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Critical Reading (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Conjugate as follows: I am pleasingly plump I am determined You are overweight You are set in He is fat your ways He is bull-headed Do the same for other adjectives chosen from a literary work.
Basic Reading Processes	Adjust rate of reading to reading content.	Study different types of reading materials -- stories, plays, poetry, essays, history or science articles -- and discuss methods of reading the various types. You will discover that reading for enjoyment (stories, etc.) can be done more rapidly than reading for information (history or science articles, etc.); and that reading Nat Hentoff's <u>Jazz Country</u> is different from reading Hawthorne's <u>Scarlet Letter</u> . Choose from the different types of reading materials provided -- excerpts from articles in teenage, scientific, sports, etc. magazines, textbooks, and newspapers -- and determine reading rate by reading against the clock. Try to improve the rate by deciding on the purpose of the reading, the relevancy of the material, etc.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Basic Reading Processes (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: Compare the items of the pairs below and determine which requires more careful reading. 1) One page of a scientific article in <u>Readers Digest</u>, or a science textbook. 2) Letters of endorsement contained in an ad for an appliance, or the appliance warranty. 3) A modern poem or the poet's biography. 4) The last paragraphs of a lengthy news story, or the first two paragraphs.
Mass Media		
Newspaper	Compare articles expressing opposing views on the same subject.	Bring in political articles on the same topic from different types of newspapers, e.g., <u>The New York Times</u>, <u>The Daily News</u>, <u>The New York Post</u>. (For example, articles in which writers favor one political candidate over another could be used.) Analyze the emphasis, the language, the effectiveness of style, the opinion, of each columnist; then compare the various findings. Bring in articles written from opposing viewpoints about a certain issue, such as the problem of capital punishment or the draft. Compare the articles and discuss the issues.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Newspaper (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Evaluate reviews of plays and films.	See a play or a film and write a personal opinion about it. Bring in an assortment of reviews of the play or film, and compare them with your own criticism. Analyze whether your views are similar or dissimilar to those of the other critics, and determine why.
		Check out reaction to a specific critic by repeating the above procedure with other plays or films. See how often you are in agreement with that particular reviewer.
	Discern the editorial position of a newspaper by examining its editorials.	On a given day, bring in lead editorials from as many different newspapers as possible. Determine where the opinions openly expressed indicate the attitudes of the readership and where they may differ. Explain.
Magazine 169	Recognize how graphics, photos, ads, and layouts are part of the total appeal of a magazine.	Examine four examples of different types of magazines.
TV and Radio	Assess the degree to which characterizations are realistic, stereotypical, larger-than-life, etc.	Consider the characteristics of "stock characters" by examining television commercials, situation comedies, or other television shows in which they are employed. Include the soap opera, cowboy show, family situation comedy,

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
TV and Radio (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: and detective story. Analyze the extent to which characters are realistic, stereotypical, or larger-than-life.
	Evaluate changes in our society generated by the broadcast media.	Interview grandparents about life before radio and television. Decide how life has been changed by the media. Then list these changes and discuss. View programs and extract ideas conveyed by them. Then discuss how these ideas influence and shape personal, social, political and economic attitudes and behavior. For example, consider the presentation of sexual attitudes of males and females in many of the soap operas, and compare with attitudes previously prevalent. View specific programs such as family situation comedies, and detective stories. Analyze the images of fathers, mothers, detectives, criminals, police, presented, and discuss how one perceives that a family is rich, poor, successful. Determine what the "good life" is, as presented on television, and whether this life can be attainable.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Theater and Film	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Measure the effectiveness of use of the camera to establish point of view.	Become a trained viewer by watching footage after a classroom treatment of the camera as "story-telling eye." The camera can identify the viewer with a character (Benjie in the scuba outfit in the Graduate), pan from afar hinting on omniscience, provide the close-up which straight drama cannot, etc. Report to class on films seen and effects achieved through camera use.
Propaganda Techniques	Analyze the application of brainwashing techniques to advertising in radio, TV, and print media.	Examine individual advertisements and commercials and list the use of illustration, the overall appeal, the price or cost of items being advertised, the level of language being used, etc. Determine the purposes for which advertisers use language, and calculate the effect the language is expected to have on the readers or viewers. List the "appeals" of advertisements, and compare them with "appeals" in commercials you have viewed and listed. Then make a compilation of brainwashing techniques that advertisers use to influence the reader.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING

(The emphasis is, in each grade, on communicating ideas first and then refining, revising, editing, proofreading and copying them in legible handwriting, in that order.

Narrative

The student will be able to:

Move from emphasis on incident to analysis of memories and feelings in the personal narrative.

Experiment with effects of different openings and conclusions.

The students will do the following:

Write about an argument or disagreement you witnessed recently. Do not let the reader know your view as to who was right or wrong; rather, tell how the argument made you feel, and why it made you feel that way.

Write a composition on the topic "An Embarrassing Moment." Use the class writing to try to analyze why there is so much use of the structure which strings sentences together connected by "then," "and then," and "next." Try alternative approaches to the same topic: reflective, satiric, humorous, nostalgic.

Practice writing openings which will startle ("A boy who never laughs lives on my block"), amuse ("When my father called my name in that special 'Now I've got a good chore for you' tone of voice, I had to decide quickly whether to answer or play dead."), or intrigue ("Why are all those people standing in front of my house?" I wondered.").

Practice writing introductory paragraphs whose opening is a single word, such as "Alive," "Lost," "Money," "Never."

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Narrative (Cont.)	<u>The student will be able to:</u>	The students will do the following: Practice writing concluding paragraphs which: . summarize . surprise . prepare for a sequel . consist of a single sentence . end with a question
Descriptive	Arrange details in order: spatial impressional.	Paint a still life with words: a scene large or small is described with an effort to accurately convey the physical spatial relationship of items ("In the picture the boat is in the middle of the lake, and the lake is in the mountains at the bottom left, while the sun shines on it all from the top right." Convey a description in an impressionistic fashion. ("The airplane is over the lake but it is touching the edge of my window pane," or "The sun seemed to shine but the people were not warmed by it.")
177	Present details according to point of view and purpose.	Imagine that the following people visit the school cafeteria at lunch time: a gourmet, a fire-safety inspector, a senior, a freshman, and the teacher-in-charge. Describe the cafeteria from the point of view of each in turn, naming the different details noted by each and important to each. 178

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Descriptive (Cont.)	<u>The student will be able to:</u>	The students will do the following: Describe a room just before some happy event occurs there; then describe the same room just before a tragic occurrence. The operation of the "pathetic fallacy" is observed.
Expository	Express thoughts concisely and with precision of language.	Take a position on a topic (preferably controversial) from other subject areas such as social studies. For example, explain in writing your feelings about "America: Melting Pot or Salad Bowl ?" Justify your personal stand on an issue of importance to you and to your peers, e.g., registration for the draft, requirements for the high school diploma, legal status of marijuana use, Gun Control Law.
Persuasive	Establish credibility through facts, reasoning, authority.	Recognize and use various foundations for assessment, including: . appeal to authority . personal experience . comparison . scientific approach. Consider the merits and limitations of each of the bases for assessment. Key questions: 1. On what issues have authorities disagreed with each other? Do they ever change their minds?

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Persuasive (Cont.)	<u>The student will be able to:</u>	The students will do the following: 2. What are some of the common personal experiences that people share? Why is it that when people do have similar experiences they do not draw the same conclusions from them? 3. Explain: "No analogy is perfect." 4. What are the difficulties in trying to apply scientific methodology in the arts and social sciences? Write an explanation of the perennial appearance of a generation gap using at least two of the modes of persuasion analyzed.
Poetry	Use simple rhythm schemes in light or narrative verse.	Read and then write original limericks. Write a short story in verse employing couplets.
Letter Writing	Use the correct form in writing a letter of application.	Review the format of the business letter. Write letters of application in response to help-wanted ads you have selected and brought to class. Complete a blank typical college application form provided by the teacher. This includes a one-page autobiographical essay stating the highlights of your life to date and your eventual goals. Role-play the interviews based on the letter of application and the college application form.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Basic Processes	The student will be able to Use introductory phrases, participles, and infinitives (terminology optional) which make for a style that is fluent and interesting.	The students will do the following: Create sentences from suggested openers. "Arriving late," "To succeed where others had failed," and "Shouting orders," are openers from which you can build the rest of the sentence.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING CONVENTIONSGRADES 9 - 12

(In all of the writing that has been assigned, the writing conventions will be reviewed in the context of correcting student papers during the revision, editing, and proofreading stages. Clarity and effectiveness are emphasized in student writing, and the conventions are applied for their importance in achieving these qualities. Grammar, usage, punctuation, and spelling are taught in the context of student work for the purpose of achieving clarity, intelligibility, and literacy. As writing becomes more sophisticated, students will be applying the skills to increasingly more difficult materials.)

The student will be able to:

Sentence Expansion

Expand sentence kernels into longer and more complex units.

The students will do the following:

From a basic sentence such as "John threw the ball;" add detail in phrases and clauses and by coordination properly punctuated. This can be a class activity with expansions listed straight across the board. (For example: My second cousin twice removed, whose middle name was legally changed to John when he was five years old, threw the red, round, beautiful ball gracefully into the sunlit air and, turning completely around, took off and ran the length of the park, now becoming dusky with twilight, to his secret hiding place in the elm tree trunk which we had discovered many years ago.

185

Sentence Sense

Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.

Reinforce sentence sense through listening to and reading good literature, and through role playing.

186

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	The students will do the following:
Spelling	Reflect, in his or her writing, increased proficiency in spelling.	Proofread to check spelling, especially of commonly used words. Become familiar with, and make part of student spelling list, new words introduced in the content areas and current events, and words which are individually troublesome.
Punctuation	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Check other students' papers and your own for use of appropriate punctuation: e.g., end punctuation, commas for series and appositives, omissions, quotation marks for direct discourse.
Usage	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Check other students' work and your own, in editing and proofreading sessions, to eliminate gross errors in usage.

Grade 12
Performance Objectives

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LISTENING AND SPEAKING</u>	<u>The student will be able to:</u>	<u>The students will do the following:</u>
Speech Production (Voice, Diction, and Expression)	Recognize and employ standard American intonation and pronunciation patterns for appropriate occasions.	Role-play the following situations and conduct group analysis of the differences in the level of speech appropriate for each speaker. <u>Examples:</u> Mother (1) and daughter (2) are discussing when daughter must be in from a date. Mother answers the door and talks with (3) an encyclopedia salesman while daughter answers the telephone and speaks with (4), a college admissions officer who's called to postpone her interview. Father (5) arrives home with his boss, Mr. Rogers (6), whose car broke down nearby and who's awaiting the arrival of his wife (7) who'll drive him home.
	Coordinate gesture and expression with voice, pronunciation, and articulation for effectiveness.	Consider, as a class, and have individual students demonstrate the contribution to orally expressed meaning of: . facial expression . hand gestures . "body language" With each of these vehicles, students convey such attitudes as anger, determination, interest, boredom.
Critical Listening	Listen actively and maturely to materials of increasing complexity.	Develop guidelines for appropriate behavior during, and response throughout, school and other assembly programs. Stress the need for courtesy to fellow listeners just as much as to participants.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Critical Listening (Cont.)	<u>The student will be able to:</u>	The students will do the following: Review the reaction of Duke Theseus and his court to the "rude mechanicals" in <u>A Midsummer Night's Dream</u>, to initiate a class discussion of the need for tolerance and courtesy. Practice aural comprehension employing passages and questions formerly used in the Regents Examination in Comprehensive English.
Oral Interpretation	Interpret Shakespearean sonnets, soliloquies and other sophisticated selections.	Listen to tapes of readings of Shakespearean sonnets and soliloquies. Discuss phrasing, intonation, stress, etc. Select a sonnet or a soliloquy to interpret and read to the class.
Public Speaking	Use parliamentary procedure for the purpose of class discussion and activity.	Review the rules for parliamentary procedure. Then practice the procedure by forming a class club, deciding on officers, purpose, by-laws and regulations, etc. After the club has been formed, conduct meetings following parliamentary procedure. Discuss with your teacher the need for orderly procedures in large deliberative bodies. This introduces the study of the fundamentals of parliamentary procedure.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Public Speaking (Cont.)	<u>The student will be able to:</u>	The students will do the following: Attend meetings where parliamentary procedure is observed (say, a local school board meeting) or observe the conduct of a Congressional Committee whose meetings may be televised. Then report to the class on the uses of parliamentary procedure observed. Organize with your class to employ parliamentary procedure in periodic meetings at which minutes are presented and taken, committee reports are heard, and motions are made and disposed of.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>LITERATURE AND READING</u>	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Focal Theme (Understanding of Self and Others)	Compare differing cultures and value systems through the reading of literature of other lands.	Read a novel such as <u>Crime and Punishment</u> or <u>Les Miserables</u> ; or a play such as <u>A Doll's House</u> . Analyze the social attitudes, beliefs and values presented, and compare with social attitudes, beliefs and values in America today.
	Evaluate questions of human rights.	Hold a mock trial of King Claudius and Hamlet. Discuss the legal, moral, and social rights of individuals in the course of the trial.
		Discuss the means an author of a literary work uses to express judgments. List these, and determine how the judgments are relevant to the author's purpose.
<u>Specific Genres</u>		
(All characteristics of literature are to be discussed as they occur in the literature being studied in class. There is no advantage in studying these characteristics in isolation, merely as exercises for recognition. The purpose is to discover how the form, technique, or device enhances the meaning and mood of the piece of literature. The technical terminology is incidental.)		
Mythology	See how the structure of myths may provide a literary pattern.	Research the use of the <u>Oresteia</u> as a basis for <u>Mourning Becomes Electra</u> , in conjunction with the reading of the O'Neill play.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Mythology (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Recognize ways in which the English language has been enriched by mythology.	Read Anouilh's <u>Tiger at the Gates</u> and examine the use of the legends of the Trojan War. Compare the Anouilh <u>Antigone</u> with the <u>Antigone</u> of Sophocles.
Short Story, Novel	Judge the credibility of characterization.	Research the etymology of words whose meanings derive from myths. Examples: plutocracy, tantalize, mercurial, vulcanization.
		Examine a literary work and select a character who is believable or realistic and one who is unrealistic. Compare the two to determine why there is a difference and what that difference consists of.
	Conceptualize the various ways in which setting(s) may influence character and plot.	Consider how a selected character felt at the beginning of a story, and analyze how and why he or she has changed at the end of the story.
		Listen to a paragraph or paragraphs from a short story in which setting is important to plot and character. Think about the kind of person you might expect to find, and what type of events could take place, in such a setting.
		List adjectives which the writer uses (black, ugly, stark, grimy, cold, gloomy) to describe a setting and create a mood.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
		Listen to a story in which setting is strongly depicted. Draw the scene or find illustrations in magazines that best portray it. Then, explain to the class why your illustration seems most appropriate to the story.
	Recognize and understand multiple plot writing.	After reading a complex novel, make a chart showing the various plot strands in the story and the characters involved. Discuss the effect(s) of the subplots on the main plot. Consider whether the story would have been more or less effective without the subplots.
	Interpret telescoping of events, ellipses, condensations.	Study a literary work and consider the author's manipulation of time. Why has the author limited, omitted, or expanded the events? How has this manipulation enhanced the suspense in the plot? What has been the effect on the story? Rewrite the plot of the literary work in the previous activity using all the events in chronological order. Discuss the changes in the story. Outline plots of stories you have read to determine what techniques (e.g., omission, telescoping of events, atmosphere, etc.) the author used to create tension for the reader. (Any Poe story might be used.)

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Short Story, Novel (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
	Recognize and understand the technique of stream-of-consciousness.	Trace the internal thoughts and feelings of a character in a short story, such as Parker's "The Waltz" and Thurber's "The Secret Life of Walter Mitty." Differentiate between internal monologue and stream-of-consciousness — which is recognizable because of its apparent lack of order and logic and its narrative shifts.
	Evaluate the author's purpose, philosophy; or theme.	Analyze the author's purpose in a short story or novel. Describe how the theme controls the author's selection of incidents.
	Differentiate among styles of literature, such as realism, romanticism, naturalism, and the absurd.	Research the traditions of romanticism, realism, naturalism, and absurdism in literature and the arts. Bring into class for discussion and comparison examples of literature and art. Examples for the students to compare and discuss may also be provided by the teacher. Examine literature to determine how the traditions of romanticism, realism, absurdism, and naturalism have influenced writers and how writers have contributed to the changes in literary traditions. Distinguish between stories that have "soap opera" elements (sentimental) and those that have sentiment (romantic); between "slice-of-life" realism and contrived plot devices, etc.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Drama	Evaluate the use of sparse, moderate, and elaborate stage directions by various playwrights.	Compare stage directions of Wilder's <u>Our Town</u> , or Shaw's <u>Pygmalion</u> with those of Steinbeck's <u>Of Mice and Men</u> . Discuss the reasons why some playwrights write sparse or elaborate instructions.
	Identify and analyze the uses of the chorus and stock characters in Greek and other dramatic traditions.	Analyze <u>Antigone</u> and determine the role of the Greek chorus and the use of "stock" characters. Compare the role of the Stage Manager in <u>Our Town</u> with the chorus in the Greek play.
	Analyze new forms of theater such as the documentary drama.	Compare the text of a docu-drama with a conventional stage play. See whether, and in what ways, factual material can be made more dramatic by putting it into dramatic form.
	Identify and assess the use of contemporary themes in drama.	Arrange to see a performance of a number of experimental dramas by outstanding modern playwrights, and determine what is the nature of the innovation in format, theme, and presentation.
Poetry	Recognize and react to new forms and non-conventional rhythms.	Contrast poems of avant garde poets with those of any traditional poet with respect to topic, form, and style. Closely examine the emphasis of modern poets on implied meaning and free association. Consider how this is so in poems as diverse as those of William Carlos Williams and T. S. Eliot.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Poetry (Cont.)	Identify and assess synecdoche (the use of the part for the whole) and metonymy (the use of a word associated with the whole).	Understand the special metaphoric quality of synecdoche and metonymy. Locate and identify examples of each in poetry.
	Evaluate the contribution of symbols to the total effect of the poem.	Analyze symbolic poems such as "Stopping by Woods on a Snowy Evening," "Birches," "The Wayfarer," etc., and determine how the symbols contribute to the total effect of the poem.
	Evaluate and compare poets' visions of major themes in literature	Write a paragraph or discuss orally your version of the end of the world. Then read a group of poems dealing with a world cataclysm, such as "Earth," by John Teasdale; "The Second Coming," by Yeats; "The End of the World," by Archibald Macleish; "Fire and Ice," by Robert Frost. Compare each poet's vision of the end of the world with your own conception of this event.
Biography (Auto)Biography	Evaluate the dimensions of the biographer's research.	Read a full-length biography or a number of biographical sketches, with these questions in mind: - Did the writer know his subject personally? - Were they friends, rivals, enemies? - Did the writer interview those who knew, or knew of, his subject? - Did the writer read their correspondence with the subject?

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Biography (Auto)Biograph (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: - If the subject is, or was, a controversial figure, do these primary sources represent a number of viewpoints or only one?
	Determine the extent to which a writer used biased or accurate information to write the biography.	Determine whether the writer has consulted the work of other biographers of the subject by reviewing the clues to the biographer's sources - acknowledgments, quotations, references, footnotes, bibliography. Evaluate whether the writer has been influenced by these secondary sources.
Essay, Article	Evaluate the issues, attitudes, judgments, and philosophy presented by essayists.	Read at least five essays by a variety of authors. Locate and comment on evidence of a sense of humor, serious issues or concerns, convictions, or prejudices.
	Identify and assess the writer's organization of ideas.	Answer these questions in the light of your reading of essays and articles: - How does the point of view of the essay differ from that of other works of fiction? - How does the essayist reveal at least as much about himself or herself as about the subject? Consider why Alfred Kagen called the essay the "open form." Examine the range of organizational

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Essay, Article (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following: possibilities, with reference, wherever possible, to what has been read: the open letter, review, memoir, commemorative article, criticism, reminiscence.
Critical Reading	Demonstrate sensitivity to nuances in language.	Study two passages which give distinctly opposite views on a topic through control of connotation. Point out specific words, pairs, or phrases used to convey opposite impressions about similar facts concerning the topic. List and classify these words under the headings of positive and negative connotations. Select a poem or prose passage. List key words and analyze the suggestiveness created by these words. Discuss how the connotations of the words make the selection more meaningful. (Some good poems for this exercise are: Whitman's "Animals," Dickinson's "I Never Hear the Word 'Escape,'" Graves' "It Was All Very Tidy.")
Basic Reading Processes	Consult reference materials, magazines, and newspapers and extract relevant information.	Select a topic from their reading such as "prejudice in the community," "jurors and the jury system," etc. Bring in articles, stories or reports from magazines, newspapers, or encyclopedias on the topic you selected. After reading the material, write a brief report citing your sources.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Mass Media</u>	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Newspaper	Recognize fallacies in logic: cause and effect, false analogies, arguing in circles, opposing extremes, guilt by association. Appraise syndicated items and their audience appeal. Detect the editorial position of a newspaper in non-editorial material.	Examine a number of statements which are facts, inferences, or judgments (teacher-constructed). Through class discussion or individual work, explain how each statement should be classified. Read essays, articles, and editorials that try to persuade or convince the reader. Identify the techniques used by the writer to create the effect he/she desires. Study the index of a newspaper to find out where the feature articles can be found. List some of these and read them. Then, discuss why certain features are interesting to you. Examine a newspaper and list the wide variety of columnists and feature writers discussing many subjects. Determine who reads these columns or features; e.g., education, gossip, advice-to-the-lovelorn (Dear Abby), cooking, sports, crossword puzzles, etc., and what appeal the various features or columns have for their readers. Examine the implicit statement of the editorial position of a newspaper in news stories, inclusion or exclusion of material, position of articles, headlines, etc.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Mass Media</u> (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following
Magazine	Evaluate the relationship between the policies of magazine editors and the readership attracted.	Bring in two magazines published for a similar audience. (For example, <u>Ladies Home Journal</u> , <u>Good Housekeeping</u> , <u>McCall's</u> ; or <u>Hot Rod</u> , <u>Motor Trend</u> , <u>Car and Driver</u> ; <u>Time</u> , <u>Newsweek</u> , <u>U.S. News and World Report</u> .) Compare articles on the same theme and discuss recurring themes and attitudes on basic issues.
TV and Radio	Expand the range of broadcast media to include education and information, as well as entertainment.	View programs assigned on public television - documentaries, special events, interviews, etc. Write your opinions about what you have viewed. Contrast programs viewed on public service television with similar programs on other channels. Are the differences significant? Is the entertainment value comparable?
	Survey and evaluate additional kinds of programs available on Cable TV, UHF, HBO.	On the same day, consult guides of programs on Cable TV, UHF, HBO, and regular commercial television. Compare the listing and draw tentative conclusions relative to audience, sponsorship, and quality of programing. Then, if possible, watch a sample program and evaluate your reactions. Finally, decide whether the additional cost is worthwhile.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>Mass Media</u> (Cont.)	<u>The student will be able to:</u>	Within the context of the class reading, students will do the following:
Theater and Film	Research the original sources of plays and films, and evaluate the adaptations.	Compare films or television shows you have seen with stories you have read, and discuss the effectiveness or ineffectiveness of the visual technique. After reading a literary work, view the film version of the same story, or novel. Discuss why some scenes were included and others excluded. Discuss the reasons why the adaptations were necessary. (<u>Romeo and Juliet</u> , <u>West Side Story</u> , are good to use.)
Propaganda Techniques	Analyze the application of propaganda techniques to political campaigning.	Take positions on, and write propaganda leaflets about, a school issue. Identify techniques used and assess their effects. Monitor political television commercials for the use of brainwashing techniques. Specify the techniques used and the nature of the appeal of the commercial. Estimate its effectiveness in the campaign.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
<u>WRITING</u>		
(The emphasis is, in each grade, on communicating ideas first and then refining, revising, editing, proofreading and copying them in legible handwriting, in that order.		
Narrative	<u>The student will be able to:</u>	The students will do the following:
	Use stylistic devices such as building to a climax, irony, exaggeration, satire.	Write a story which mildly satirizes a family member's habits by exaggerating them. Practice writing short narrative pieces which employ irony of speech or irony of situation.
	Attempt forms, such as short story or story essay, which synthesize modes of writing.	Write stories for possible inclusion in the school literary magazine, e.g., personal experience, science fiction or detective.
Descriptive	Revise writing, substituting concrete descriptions for cliches and abstractions.	Working with copies of student work which are laden with cliches, discuss each case and suggest how given pieces can be improved. Sentences such as "It was a beautiful party" and "We had such a nice time" can be revised and the platitudes replaced by more precise examples. Write on "A Visit to (or from) a Special relative."
Expository	Use research skills to gather and organize information.	Write reports on topics drawn from humanities, social studies, science, using reference sources.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
Persuasive	The student will be able to: Develop effective analogies to use in argument. Employ direct and evocative language.	The students will do the following: After class discussion of analogies, write a paragraph developing a single analogy, e.g., television is the opiate of the masses. Write forcefully on current social and political themes suitable for debate for presentation to a community audience.
Poetry	Create rhythm in regular meter.	Write blank verse parodying poetry read in class.
Letter Writing	Write letters of persuasion to school and other officials, editors, etc.	You are a student leader and the principal has asked you to submit a suggested student dress code. Write your suggested code and write an open letter which will explain the code to students, parents, and teachers. Your school's drug abuse prevention and counseling services will be discontinued because of a budgetary cut. Compose a letter to the Board of Education which will persuade its members to restore the funds.
Basic Processes	Use the dictionary, thesaurus, and stylebooks to prepare copy correctly in terms of spelling, punctuation and usage.	Practice copyediting student writing in groups of four or five. Each person copyedits another's writing. Use the dictionary to check spelling and preferred use of words, a thesaurus for synonyms, and stylebook for correct usage.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
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WRITING CONVENTIONSGRADES 9 - 12

(In all of the writing that has been assigned, the writing conventions will be reviewed in the context of correcting student papers during the revision, editing, and proofreading stages. Clarity and effectiveness are emphasized in student writing, and the conventions are applied for their importance in achieving these qualities. Grammar, usage, punctuation, and spelling are taught in the context of student work for the purpose of achieving clarity, intelligibility, and literacy. As writing becomes more sophisticated, students will be applying the skills to increasingly more difficult materials.)

	<u>The student will be able to:</u>	The students will do the following:
Sentence Expansion	Expand sentence kernels into longer and more complex units.	From a basic sentence such as "John threw the ball;" add detail in phrases and clauses and by coordination properly punctuated. This can be a class activity with expansions listed straight across the board. (For example: My second cousin twice removed, whose middle name was legally changed to John when he was five years old, threw the red, round, beautiful ball gracefully into the sunlit air and, turning completely around, took off and ran the length of the park, now becoming dusky with twilight, to his secret hiding place in the elm tree trunk which we had discovered many years ago.
Sentence Sense	Reflect, in his or her writing and in the reading of other students' work, an increased grasp of sentence sense.	Reinforce sentence sense through listening to and reading good literature, and through role playing.

CONTENT AREA AND TOPIC	PERFORMANCE OBJECTIVES	SUGGESTED ACTIVITIES
	<u>The student will be able to:</u>	The students will do the following:
Spelling	Reflect, in his or her writing, increased proficiency in spelling.	Proofread to check spelling, especially of commonly used words. Become familiar with, and make part of student spelling list, new words introduced in the content areas and current events, and words which are individually troublesome.
Punctuation	Reflect, in his or her writing, awareness of the need for, and use of, punctuation.	Check other students' papers and your own for use of appropriate punctuation: e.g., end punctuation, commas for series and appositives, omissions, quotation marks for direct discourse.
Usage	Reflect, in his or her writing and in the editing of other students' work, awareness of correct usage.	Check other students' work and your own, in editing and proofreading sessions, to eliminate gross errors in usage.

Appendix

WRITING YOUR OWN PERFORMANCE OBJECTIVES

Minimum Learning Essentials: English/Communication Arts, Grades 9-12) is a set of suggested instructional objectives which have been stated in terms of student performance. They have been designed as models to help teachers create their own performance objectives in terms of individual instructional needs.

It is important to know:

1. what is meant by a performance objective;
2. how performance objectives relate to traditional instruction, i.e. to the developmental lesson;
3. what options are available to teachers in shaping performance objectives.

Performance Objectives: A Definition*

As used here, the term performance objective means an instructional objective stated in student performance terms. It defines precisely what knowledge, understanding, and skills the student is expected to learn and demonstrate. In general, these objectives are stated at a simple degree of specificity and do not pretend to detail either the conditions under which the learning is demonstrated or the criteria for evaluating success.

In spite of this simple degree of specificity (See chart, p.103.) the objectives serve two purposes.

1. They provide an emphasis on student performance (i.e., what it is that the student is expected to do).
2. They serve as a starting point for the development of more intricate, complex, and detailed performance objectives.

* Readers familiar with the performance objectives movement will recognize the contributions of Benjamin Bloom and Robert Mager in the ensuing discussion. A more detailed treatment of these substantive issues and their effect on the New York City school system is presented in Performance Objectives, experimental edition available from the Division of Curriculum and Instruction. This brief discussion is offered to help teachers and supervisors get started working out their own performance objectives.

Performance objectives always address themselves not to teacher behavior but to student behavior. They may be stated at low or high levels of specificity. They are defined as: the intended terminal behavior on the part of students which is the intended result of an instructional activity.

Performance Objectives and Traditional Instruction

A good point of departure for incorporating performance objectives into traditional instruction is the analysis of developmental lesson plans in which the aim of the lesson, and frequently the ancillary aims, addressed themselves to student performance. The student aim addressed itself to the student behavior deemed desirable in one variety of the developmental lesson. But not always and not consistently. The full incorporation of performance objectives in the traditional lesson -- as aims, ancillary aims, student aims, medial summaries, and even as suggested follow-up and enrichment activities -- will give greater play to student results and learner competencies, with the motivation, pivotal questions, evaluation, etc. more precisely targeted onto the desirable and intended outcomes of the class.

Shaping Performance Objectives

In the present document we deal, for the most part, with cognitive objectives (i.e., those which detail intellectual performance), leaving affective behaviors for a future treatment. Three cognitive behaviors* will serve then for this beginning discussion. They are:

- I. knowledge (i.e., simple recall, recognition, identification, etc.)
- II. understanding (i.e., comprehension, inference, translation, extrapolation, etc.)
- III. utilization (i.e., application, analysis, synthesis, evaluation, etc.)

* Teachers who are involved in Mastery Learning are familiar with the use of instructional objectives classified according to levels of cognitive behavior based on Benjamin Bloom's Taxonomy of Educational Objectives.

This "compression" of intellectual activity into three broad categories is not arbitrary. It is predicated on substantial classroom experience. Before he or she can really understand (II) that "an author may present a theme or moral directly or indirectly," there are certain terms and principles which the student will have to know and recall (i.e., theme, moral, implicit). Thus cognitive behavior (I) - simple recall of knowledge - once achieved permits behavior (II) - understanding. And on the basis of achievement in I and II, performance III, utilization, becomes possible (i.g., developing a story in which the theme is presented indirectly).

The objectives for English/Communication Arts cover the range of three cognitive behaviors, although teachers may choose to shift from one behavior level to another; i.e., if the objective calls for understanding (II), the individual class may call for prior statement (and attainment) of the object in terms of knowledge (I)

In addition to emphasizing three cognitive behaviors, the objectives in English/Communication Arts are presented to help teachers develop more complex and individualized objectives (i.e., appropriate to the specific class or individual students). Professional experience has pointed out that performance objectives may be stated in at least four stages; a continuum moving from general to specific.

DEGREES OF SPECIFICITY

degree 1	degree 2	degree 3	degree 4
The statement of the "interior" intellectual behavior intended for learner achievement (i.e., to recognize or identify).	The statement of an "overt" behavior on the part of the students from which the "interior" behavior can be inferred (e.g., to write).	The delineation of the overt behavior detailing the "conditions" under which the behavior will be achieved (for example, to write from memory, without the text).	The delineation of the overt behavior detailing not only the conditions under which it will be achieved but also detailing the "criteria" for success (e.g., to write from memory correctly four out of five times).

In the ninth-grade literature and reading, for example, the following instructional objective, couched in student behavioral terms, is found:

The student will be able to analyze how character is revealed through a person's actions and/or speech, through the comments of the author, and/or through those of other characters.

An analysis of this objective reveals that it calls for a cognitive level III utilization performance on the part of the student. As such, teachers can choose to accept it or to "move it back" to level I or II, depending on the achievement level of the class. If it is accepted as presented, teachers can then choose to give it more performance detail. As stated, it speaks to the (1) interior behavior (i.e., to analyze). To move it to (2) overt behavior, the teacher can further specify:

The student will be able to write an analysis of how character is revealed through a person's actions and/or speech, through the comments of the author, and/or through those of other characters.

Moving the objective to the (3) conditioned level of statement, the teacher can specify:

Given access to the text of an O'Henry short story, the student will be able to write an analysis of the ways in which the protagonists' characters are revealed through their actions and/or speech, through the comments of the author, and/or through those of other characters.

Moving on to the fourth and final degree of specificity of statement, should it be desirable, the teacher can add criteria of successful performance. Thus:

Given access to the text of an O'Henry short story, students will, in twenty minutes, be able to write an analysis of how the protagonists' characters are revealed in at least two ways, i.e., through their actions and/or speech, through the comments of the author, and/or through those of other characters.

Thus, as presented in English/Communication Arts, this simple statement of "interior" behavior on the part of the student can be used as the basis for the development of even more precise (i.e., conditioned and criterioned) statements of the same objective.

Getting Started

Teachers are encouraged to incorporate performance objectives into their day-to-day planning and delivery of instruction. To begin, it is suggested that the three cognitive behaviors (I - knowledge, II - understanding, and III - utilization) be

the initial focus. At the same time, four degrees of statement specificity are available (i.e., 1 - interior performance; 2 - overt performance; 3 - overt with conditions; and 4 - overt with conditions and criteria).

Given English/Communication Arts instructional objectives in terms of student performance, and given this brief summary of research and practice on performance objectives, teachers have available to them resources for initiating performance-based developmental lessons. Only if teachers do use them will we know whether the promise of performance objectives can be realized in the improvement of learning environments for our students.